

Learning and Accountability



- College- and Career- Ready Standards
- A Balanced Assessment System
- A New School **Accountability** Model



Assessment Time Line

For School Accountability



	Test	2012-2013	2013-2014	2014-15 on
New State Developed	Math 3-8			
	ELA 3-8			
	English II			SBE Decision
	Alg I/Int I			SBE Decision
	Biology			
	Science 5 & 8			
ACT	ACT			SBE Decision
SMARTER Balanced	Math 3-8*	In Development		
	ELA 3-8*			
	11 th Grade Math*			
	11 th Grade ELA*			



High School Indicators

| End of Course Assessments

% of students proficient on Math I, Biology and English II assessments

| ACT College Readiness Benchmarks

% of students who score well enough to have a 75% chance of getting a C or higher in their first credit-bearing college course

| Graduation Rates

4-year: % of students who were freshmen in 2009-10 who graduated in 2012-13

5-year: % of students who were freshmen in 2008-09 who graduated by 2012-13

| Future-Ready Core Completion

% of graduates who take and pass higher-level math classes

| WorkKeys

% of graduates achieving the Silver level on the three WorkKeys assessments

| Graduation Project

Schools that complete the Graduation Project achieving the standards of quality established in the process

Elementary and Middle School Indicators

| End of Grade Assessments

% of students proficient on 3-8 Mathematics assessments

% of students proficient on 3-8 English Language Arts assessments

% of students proficient on 5th and 8th grade Science assessments

3 Types of Indicators

Purpose – Indicators – Key Ideas



Status Indicators

- *How well are students doing this year?*
- Lets parents know the overall performance of school
- **Examples:** Performance Composite, Graduation Rates

3 Types of Indicators

Purpose – Indicators – Key Ideas



Progress Indicators

- *How much progress are cohorts making from one year to the next on the performance indicators?*
- **Examples:** Change in graduation rate over time; Annual Measurable Objectives from NCLB

3 Types of Indicators

Purpose – Indicators – Key Ideas



Growth Indicators

- *Given where students start, how much was the school able to help them grow?*
- Not applied to cohort measures like graduation rate
- **Examples:** EVAAS; Longitudinal Growth Models

Elementary and Middle School Accountability

Purpose – Indicators – Key Ideas



Status Indicators

**End of Grade
3-8 Math**

**End of Grade
3-8 ELA**

**End of Grade
5 & 8 Science**

Progress Indicators

**Δ End of Grade
3-8 Math**

**Δ End of Grade
3-8 ELA**

**Δ End of Grade
5 & 8 Science**

Growth Indicators

**EVAAS
Growth
School-wide**

High School School Accountability

Purpose – Indicators – Key Ideas



Status Indicators

End of Course

ACT

Graduation Rates

Math Course Rigor

WorkKeys

Graduation Project

Progress Indicators

Δ End of Course

Δ ACT

Δ Graduation Rates

Δ Math Course Rigor

Δ WorkKeys

Growth Indicators

EVAAS
Growth
School-wide

Accountability and Support

Purpose – Indicators – Key Ideas



Status Indicators

Progress Indicators

Growth Indicators

- **Schools will be accountable for all three types of indicators** at different levels of disaggregation (subject, subgroup, etc) through state-level reporting
- **Recognition and Support** will be targeted by triangulating these three indicators
- **Work with USED** around our ESEA Flexibility Requests may require updates

4 Principles of ESEA Flexibility

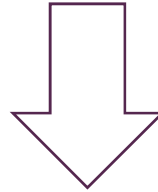


1. **College-and-Career-Ready Expectations for All Students (✓)**
2. **State-Developed Differentiated Recognition, Accountability, and Support (synthesizing feedback)**
3. **Supporting Effective Instruction and Leadership (✓)**
4. **Reducing Duplication and Unnecessary Burden (✓)**



By demonstrating a state's plans to
address the **4 Principles....**

States can receive



Flexibility Around Certain Provisions of
No Child Left Behind

Principle 2

Recognition, Accountability and Support System



Annual Measurable Objectives

Reduce Not-Proficient by $\frac{1}{2}$ in 6 years (by 2017)

Sets targets for subgroups to impact closing of gaps

Understanding New AMOs



100 - 57.6 means **42.4%** are not proficient.

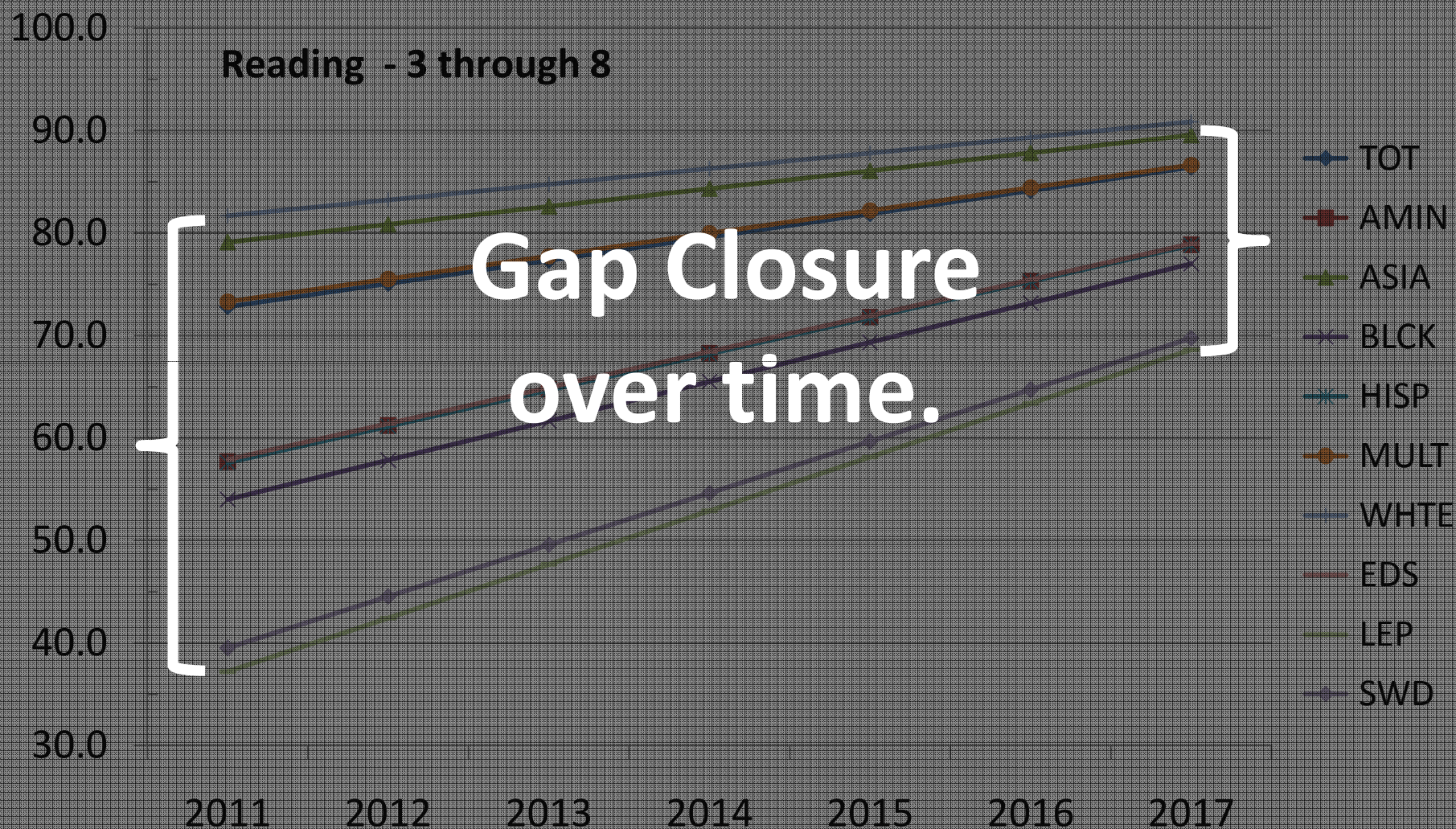
Decrease by half in equal increments over 6-years means

$42.4/2 = 21.2$. **21.2** point improvement over 6 years

$21.2/6 \approx 3.5$ point increase every year

Subgroup	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS	GS	HS
Total (N=10,000)	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7	71.7	83.7	75.3	85.8	78.8	87.8
Native American	77.8	82.8	77.8	82.8	77.8	82.8	77.8	82.8	77.8	82.8	77.8	82.8	77.8	82.8
Asian	79.1	81.0	80.8	82.6	82.6	84.2	84.3	85.8	86.1	87.3	87.8	88.9	89.6	90.5
Black	54.0	74.7	57.8	76.8	61.7	78.9	65.5	81.0	69.3	83.1	73.2	85.2	77.0	87.4
Hispanic	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7	71.7	83.7	75.3	85.8	78.8	87.8
Multiracial	73.3	86.6	75.5	87.7	77.8	88.8	80.0	90.0	82.2	91.1	84.4	92.2	86.7	93.3
White	81.7	90.4	83.2	91.2	84.8	92.0	86.3	92.8	87.8	93.6	89.3	94.4	90.9	95.2
Economically Disadvantaged	57.9	75.6	61.4	77.6	64.9	79.7	68.4	81.7	71.9	83.7	75.4	85.8	79.0	87.8
Limited English proficient	37.2	32.1	42.4	37.8	47.7	43.4	52.9	49.1	58.1	54.7	63.4	60.4	68.6	66.1
Students With Disabilities	39.5	45.9	44.5	50.4	49.6	54.9	54.6	59.4	59.7	63.9	64.7	68.4	69.8	73.0

Gap Closure



Priority, Focus, & Reward

USED Definitions



Priority

From USED
Flexibility Guidance:

*A “priority school” is a **Title I or Title I-eligible** school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.*

Focus

From USED
Flexibility Guidance:

*A “focus school” is a **Title I** school in the State that, based on the most recent data available, is contributing to the achievement gap in the State.*

Reward

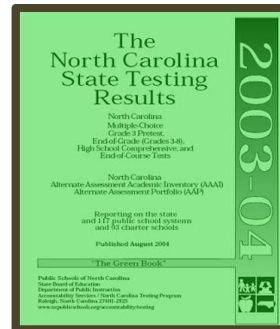
From USED
Flexibility Guidance:

*A “reward school” is a **Title I** school that, based on the most recent data available, is a highest-performing school or a high-progress school. (Must make AYP for all subgroups and cannot have persistent achievement gaps)*

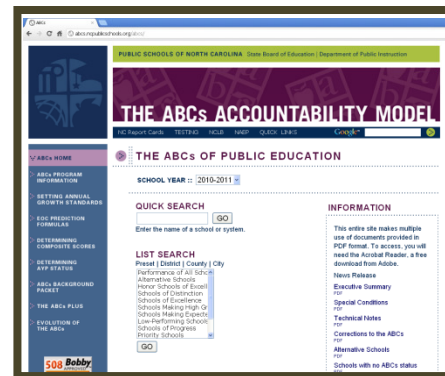
Reporting Consolidation



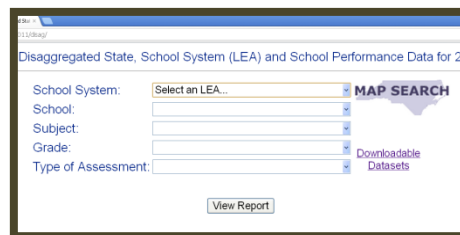
**Green
Book**



**ABC's
Reporting**



**Disagg
Reporting**



**Will be in alignment with a revision of the School Report Card in 2013-14*

State

LEA

School

School 000123 – 2012 READY Report

[Researchers click here](#)

Status Indicators

Progress Indicators

Growth Indicators

Performance Composite

80.5%

Definition: Performance Composite is calculated by counting the...

ACT

70%

Definition: ACT performance is calculated by counting the...

Graduation Rate

4 Year	74%
5 Year	78%

Definition: Graduation Rate is calculated by counting the...

Future-Ready Core

78%

Definition: Future-Ready Core is calculated by counting the...

WorkKeys

34%

Definition: WorkKeys performance is calculated by counting the...

Graduation Project

YES

Definition: The Graduation Project is defined as...

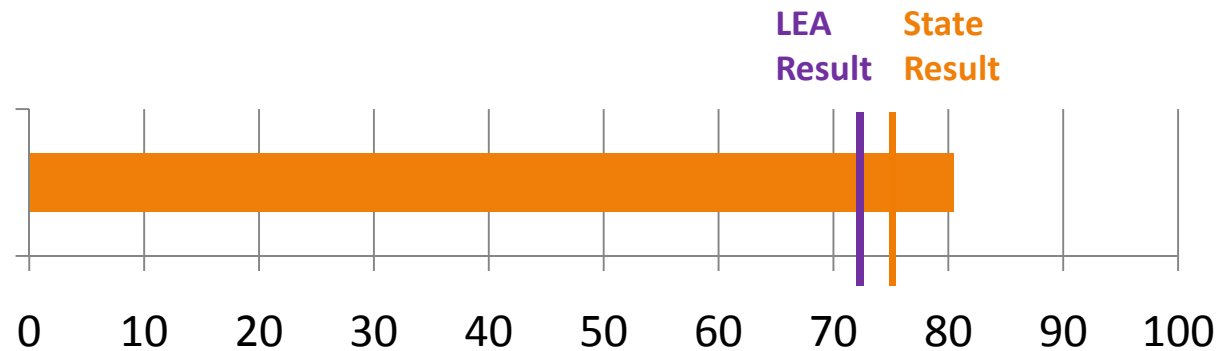
MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY Report

Performance Composite

Definition: Performance Composite is calculated by counting the...

Performance: 80.5%
% Proficient



2011	2010	2009	2008
80.5%	78.4%	71.7%	61.7%

[Add Years](#)

Eng. II (9-12)	Alg. I/Int. Math I (9-12)	Biology (9-12)
72.1%	88.9%	74.3%

[Add Subject](#)

9	10	11	12	Composite 9-12
73.0%	84.6%	83.5%	N/A	80.5%

[Add Grade](#)

White	Black	Asian	2 or more	Hisp	Amin	LEP	SWD	AIG
86.0%	65.9%	N/A	78.6%	68.0%	N/A	64.9%	30.4%	95.8%

[Add Subgroups](#)

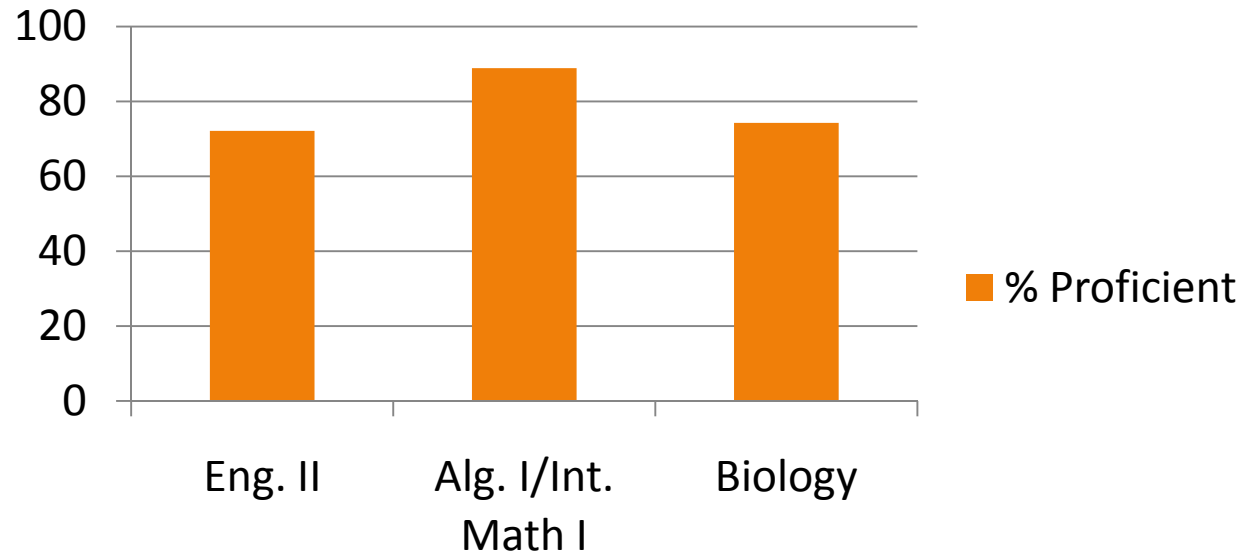
Male	Female
78.9%	82.5%

[Add Gender](#)

MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY
Report

Performance By Subject



	Eng. II	Alg. I/Int. Math I	Biology
2011	72.1	88.9	74.3

[Add Years](#)

2011	2010	2009	2008
------	------	------	------

[Add Grade](#)

9	10	11	12	Composite 9-12
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[Add Subgroups](#)

White	Black	Asian	2 or more	Hisp	Amin	LEP	SWD	AIG
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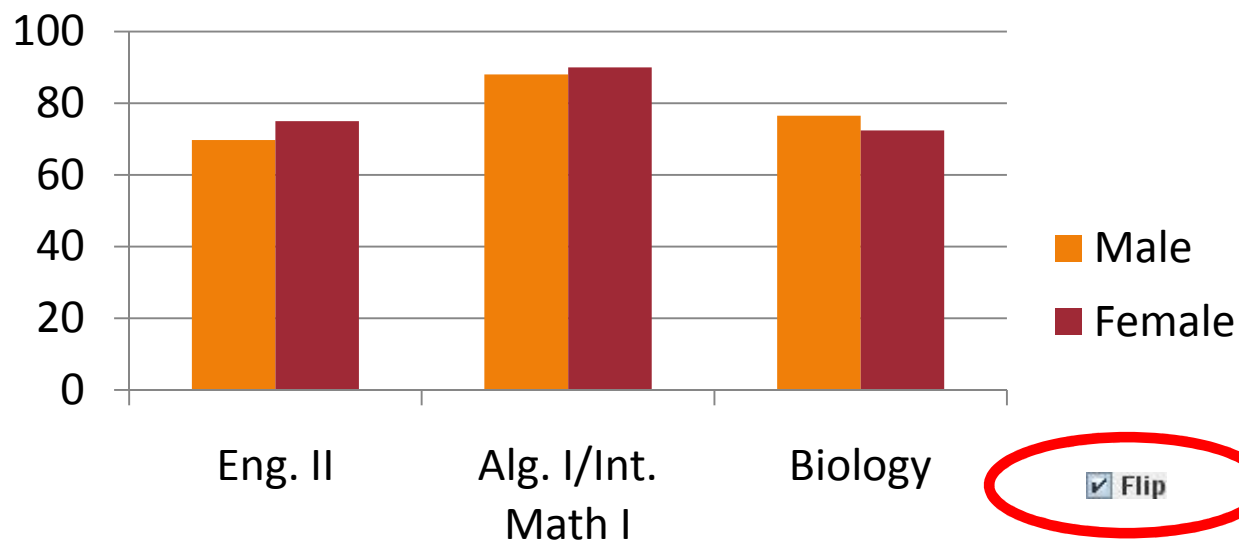
[Add Gender](#)

Male	Female
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MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY
Report

Performance by Subject by Gender



	Eng. II- Male	Eng. II- Female	Alg. I/Int. Math I- Male	Alg. I/Int. Math I- Female	Biology- Male	Biology- Female
2011	69.7	75.0	88.0	90.0	76.5	72.4

[Add Years](#)

2011

2010

2009

2008

[Add Grade](#)

9

10

11

12

Composite 9-12

[Add Subgroups](#)

White

Black

Asian

2 or more

Hisp

Amin

LEP

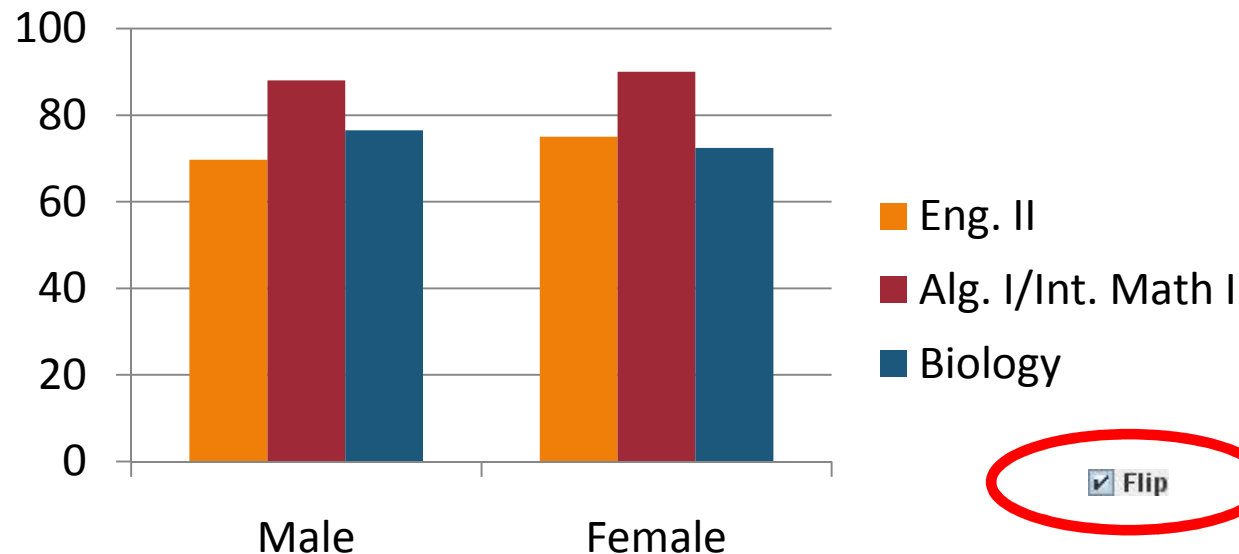
SWD

AIG

MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY
Report

Performance by Gender by Subject



	Eng. II-Male	Eng. II-Female	Alg. I/Int. Math I-Male	Alg. I/Int. Math I-Female	Biology-Male	Biology-Female
2011	69.7	75.0	88.0	90.0	76.5	72.4

[Add Years](#)

2011 2010 2009 2008

[Add Grade](#)

9 10 11 12 Composite 9-12

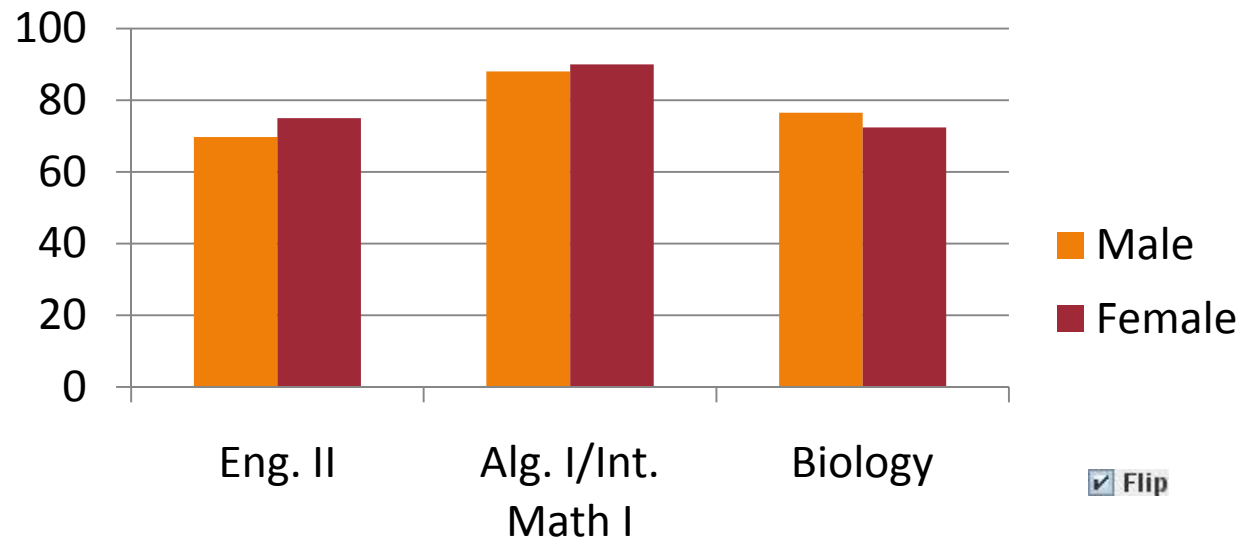
[Add Subgroups](#)

White Black Asian 2 or more Hisp Amin LEP SWD AIG

MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY
Report

Performance by Subject by Gender



	Eng. II- Male	Eng. II- Female	Alg. I/Int. Math I- Male	Alg. I/Int. Math I- Female	Biology- Male	Biology- Female
2011	69.7	75.0	88.0	90.0	76.5	72.4

[Add Years](#)

[Add Grade](#)

[Add Subgroups](#)

2011	2010	2009	2008						
9	10	11	12	Composite 9-12					
White	Black	Asian	2 or more	Hisp	Amin	LEP	SWD	AIG	

MOCK-UP FICTITIOUS DATA

**School 000123 – 2012 READY
Report**

Performance by Subject by Gender by Grade

	9	10	11	12	Composite (9-12)
Eng. II - Male	60.7	73.0	76.5	.	69.7
Eng. II - Female	73.2	75.6	75.9	.	75.0
Alg. I/Int. Math I - Male	78.7	93.7	92.2	.	88.0
Alg. I/Int. Math I - Female	82.9	>95	89.7	.	90.0
Biology- Male	.	.	76.5	.	.
Biology - Female	.	.	72.4	.	.

Add Years

2011	2010	2009	2008
------	------	------	------

Add Subgroups

White	Black	Asian	2 or more	Hisp	Amin	LEP	SWD	AIG
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School 000123 – 2012 READY Report

[Researchers click here](#)

Status
Indicators

Progress
Indicators

Growth
Indicators

Performance
Composite

of Targets Met

% of Targets Met

Federal	10 of 16
State	13 of 23

Federal	62.5%
State	56.5%

ACT

4 of 10

40%

Graduation
Rate

4 Year	1 of 10
5 Year	2 of 10

4 Year	10%
5 Year	20%

Future-Ready
Core

4 of 10

40%

WorkKeys

5 of 10

50%

MOCK-UP FICTITIOUS DATA

**School 000123 – 2012 READY
Report: Progress Indicators**

**Performance
Composite**

Definition: Performance Composite is calculated by counting the...

Total # of State Targets Met	% of State Targets Met
13 of 23	56.5%
# of State Targets Met	Calculation Method
11 of 23	Standard
1 of 23	Confidence Interval
1 of 23	Safe Harbor
0 of 23	Include Exited
0 of 23	TAS School

Targets Met By:

2011
13 of 23

Year

Eng. II	Alg. I/Int. Math I	Biology
3 of 8	7 of 8	3 of 7

Subject

Composite 3-8	Composite 9-12
N/A	13 of 23

Grade Span

All Students	White	Black	Hispanic	Asian	Native American	2 or More Races	EDS	LEP	SWD
3 of 3	1 of 3	2 of 3	1 of 3	N/A	N/A	1 of 2	3 of 3	2 of 3	0 of 3

Subgroup

MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY Report

[Researchers click here](#)

Status
Indicators

Progress
Indicators

Growth
Indicators

Performance
Composite

# of Targets Met	
Federal	10 of 16
State	3 of 7

% of Targets Met	
Federal	62.5%
State	42.9%

ACT

4 of 10

40%

Graduation
Rate

4 Year	1 of 10
5 Year	2 of 10

4 Year	10%
5 Year	20%

Future-Ready
Core

4 of 10

40%

WorkKeys

5 of 10

50%

MOCK-UP FICTITIOUS DATA

**School 000123 – 2012 READY
Report: Progress Indicators**

**Performance
Composite**

Definition: Performance Composite is calculated by counting the...

Total # of Federal Targets Met	% of Federal Targets Met
10 of 16	62.5%
# of Federal Targets Met	Calculation Method
8 of 16	Standard
1 of 16	Confidence Interval
1 of 16	Safe Harbor
0 of 16	Include Exited
0 of 16	TAS School

Targets Met By:

Year

2011
10 of 16

Subject

Eng. II	Alg. I/Int. Math I
3 of 8	7 of 8

Grade Span

Composite 3-8	Composite 9-12
N/A	10 of 16

Subgroup

All Students	White	Black	Hispanic	Asian	Native American	2 or More Races	EDS	LEP	SWD
2 of 2	1 of 2	1 of 2	1 of 2	N/A	N/A	1 of 2	2 of 2	2 of 2	0 of 2

MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY Report: Progress Indicators

Performance Composite

Definition: Performance Composite is calculated by counting the...

Year	Grade Span	Subject	Subgroup	Target	Status	Calculation Method
2010-2011	9-12 Composite	Eng. II	All Students	70.5	Met	Standard
			White	81.7	Not Met	
			Black	54.0	Not Met	
			Hispanic	57.6	Not Met	
			Asian	79.1	N/A	
			Native American	57.7	N/A	
			2 or More Races	73.4	Not Met	
			EDS	57.9	Met	Safe Harbor
			LEP	37.2	Met	Standard
			SWD	39.5	Not Met	
		Alg. I/Int. Math I	All Students	82.2	Met	Standard
			White	89.5	Met	Standard
			Black	68.8	Met	Standard
			Hispanic	78.4	Met	Confidence Interval
			Asian	91.7	N/A	
			Native American	74.8	N/A	
			2 or More Races	83.5	Met	Standard
			EDS	74.0	Met	Standard
			LEP	68.5	Met	Standard
			SWD	56.3	Not Met	

MOCK-UP FICTITIOUS DATA

**School 000123 – 2012 READY
Report: Progress Indicators**

**Performance
Composite**

Definition: Performance Composite is calculated by counting the...

Total # of Federal Targets Met	% of Federal Targets Met
10 of 16	62.5%
# of Federal Targets Met	Calculation Method
8 of 16	Standard
1 of 16	Confidence Interval
1 of 16	Safe Harbor
0 of 16	Include Exited
0 of 16	TAS School

Targets Met By:

2011
10 of 16

Year

Eng. II	Alg. I/Int. Math I
3 of 8	7 of 8

Subject

Composite 3-8	Composite 9-12
N/A	10 of 16

Grade Span

All Students	White	Black	Hispanic	Asian	Native American	2 or More Races	EDS	LEP	SWD
2 of 2	1 of 2	1 of 2	1 of 2	N/A	N/A	1 of 2	2 of 2	2 of 2	0 of 2

Subgroup

MOCK-UP FICTITIOUS DATA

**School 000123 – 2012 READY
Report: Progress Indicators**

**Performance
Composite**

Definition: Performance Composite is calculated by counting the...

Year	Grade Span	Subgroup	Subject	Target	Status	Calculation Method
2010-2011	9-12 Composite	All Students	Eng. II	70.5	Met	Standard
			Alg. I/Int. Math I	82.2	Met	Standard
		White	Eng. II	81.7	Not Met	
			Alg. I/Int. Math I	89.5	Met	Standard
		Black	Eng. II	54.0	Not Met	
			Alg. I/Int. Math I	68.8	Met	Standard
		Hispanic	Eng. II	57.6	Not Met	
			Alg. I/Int. Math I	78.4	Met	Confidence Interval
		Asian	Eng. II	79.1	N/A	
			Alg. I/Int. Math I	91.7	N/A	
		Native American	Eng. II	57.7	N/A	
			Alg. I/Int. Math I	74.8	N/A	
		2 or More Races	Eng. II	73.4	Not Met	
			Alg. I/Int. Math I	83.5	Met	Standard
		EDS	Eng. II	57.9	Met	Safe Harbor
			Alg. I/Int. Math I	74.0	Met	Standard
		LEP	Eng. II	37.2	Met	Standard
			Alg. I/Int. Math I	68.5	Met	Standard
		SWD	Eng. II	39.5	Not Met	
			Alg. I/Int. Math I	56.3	Not Met	

MOCK-UP FICTITIOUS DATA

School 000123 – 2012 READY Report

[Researchers click here](#)

Status
Indicators

Progress
Indicators

Growth
Indicators



[Contact Us](#)

EVAAS Login

Username:

Password:

Sign In

Please note, passwords are case sensitive!

[Forgot username or password?](#)

Important: You are responsible for maintaining the confidentiality of the information provided in the SAS EVAAS reports. Please close your browser window when you are through with your session to prevent unauthorized access to the reports.

System Maintenance Notice: EVAAS may be unavailable on Saturday, April 21, 2012 from 7 AM EDT to 7 PM EDT because of scheduled routine maintenance. We appreciate your patience during this time.

[Enhancements for EVAAS!](#)

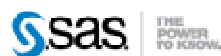
[Enhancements Walkthrough - WebEx](#)

[Improving Educational Outcomes with Analytics: Register to view this highly informative webcast!](#)

[Admin Bulletin: How to keep SAS EVAAS accounts up to date](#)

[Check out the SAS Education Blog](#)

[Customer Success Stories: Have a SAS EVAAS success story of your own? Share it with us at: \[EVAAS_Support@sas.com\]\(mailto:EVAAS_Support@sas.com\)](#)



Teacher Effectiveness and Support for Growth



Using meaningful
evaluation to
increase
effectiveness of
teachers and
leaders



Overview for Today

Rationale - MET Research - Standard 6 & 8 - Status - Support



1. Rationale

Why we are doing this?

2. MET Research

Key ideas from recent research

3. Standard 6 & 8

How we'll include student growth in educator evaluations

4. Status

Determining educator effectiveness status

5. Support

Professional development for improving practice

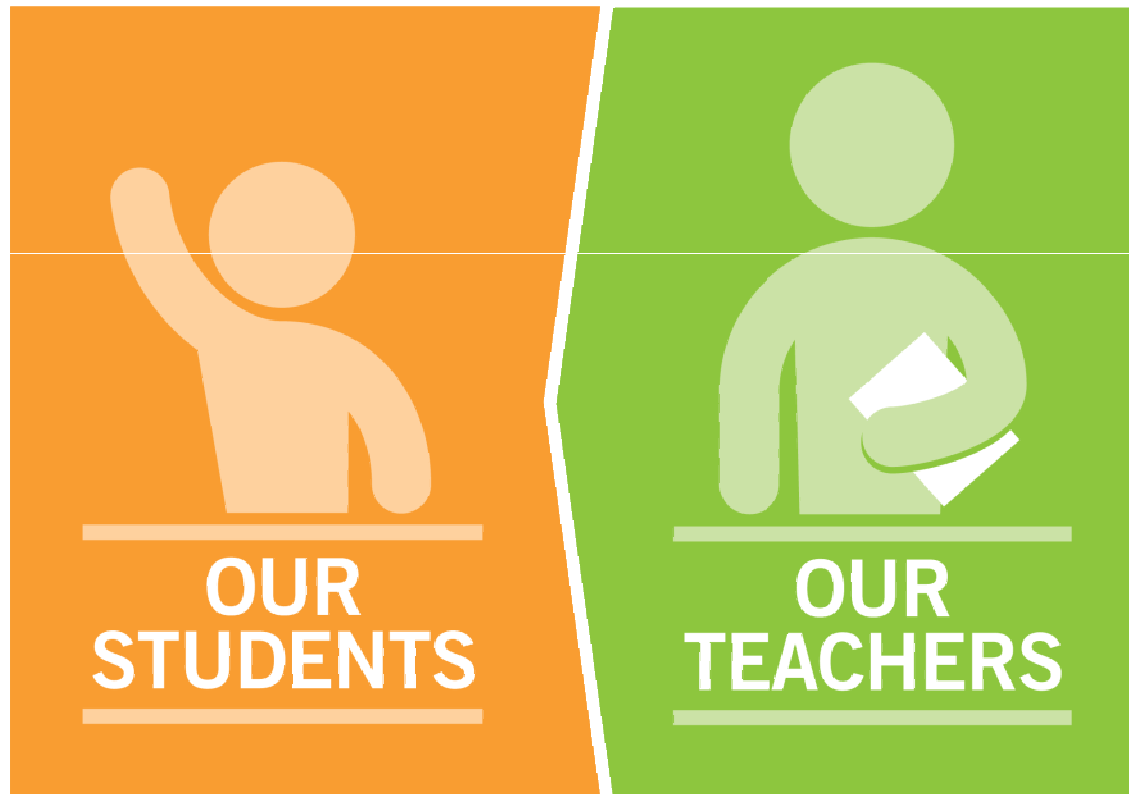
Overview

Rationale - MET Research - Standard 6 & 8 - Status - Support



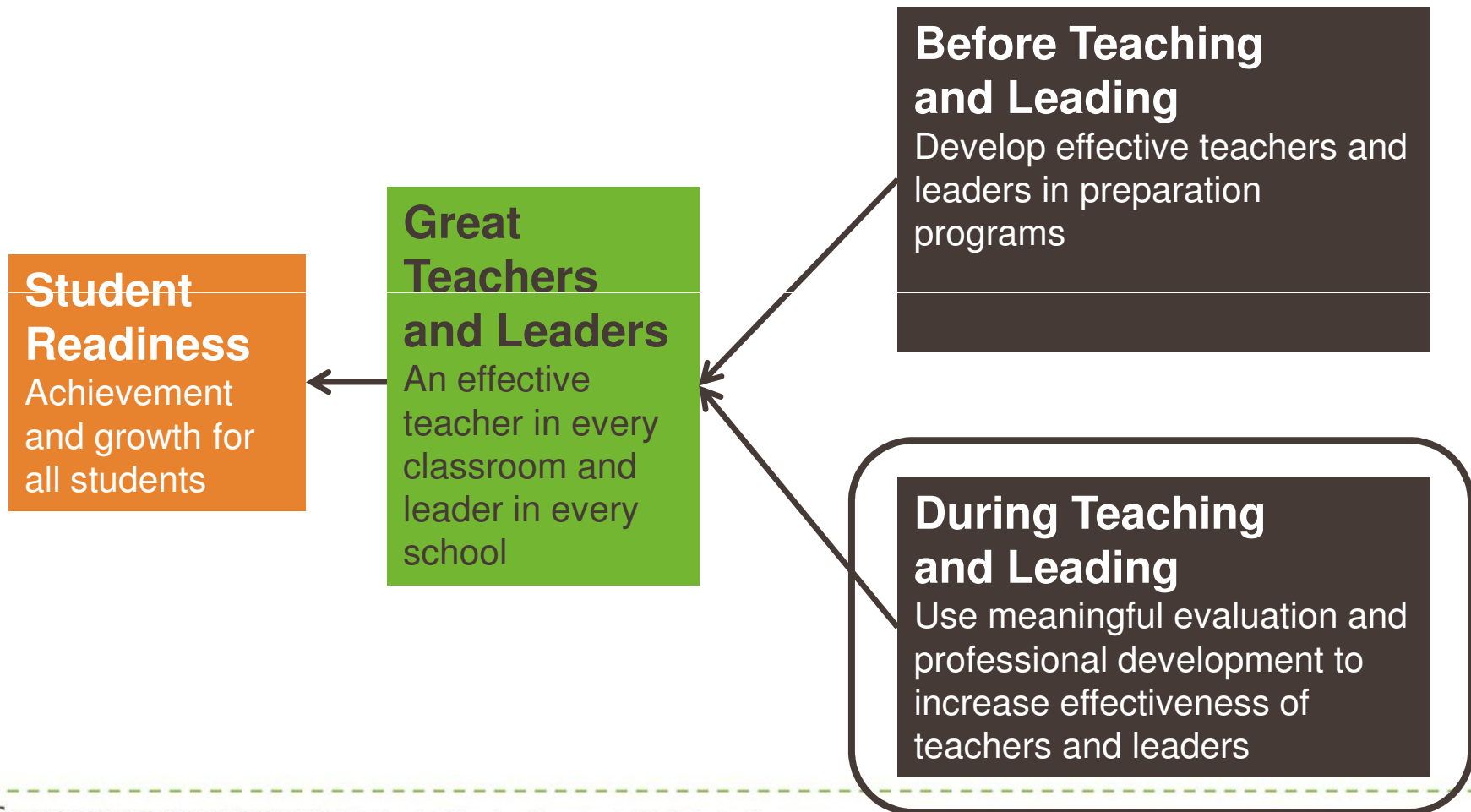
The central focus of **READY** is improving student learning ...

by enabling and ensuring great teaching.



What is our goal?

Rationale - MET Research - Standard 6 & 8 - Status - Support



What is our goal?

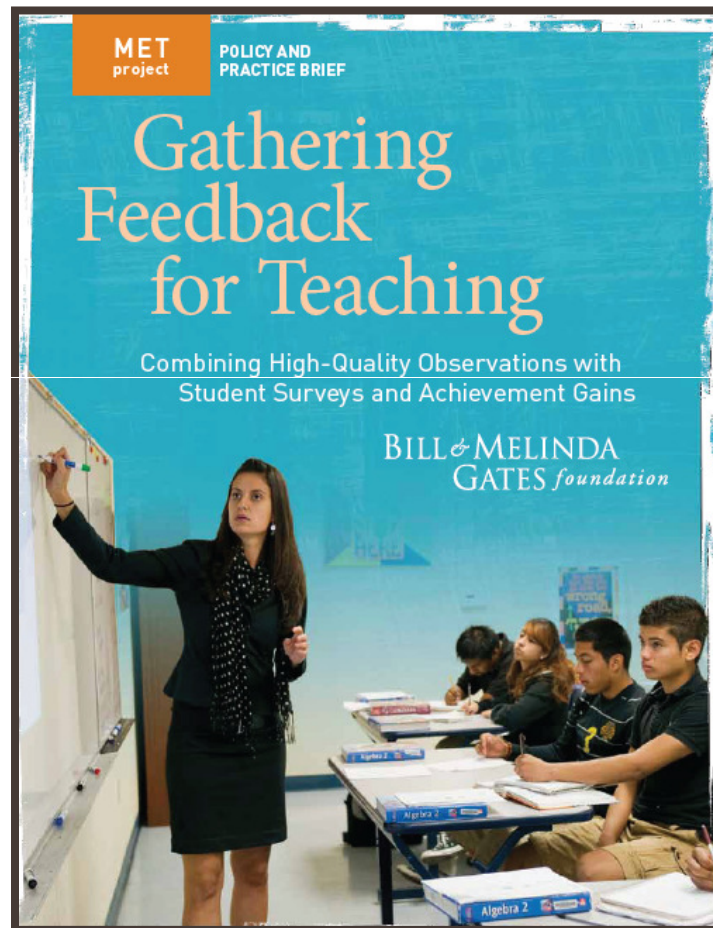
Rationale - MET Research - Standard 6 & 8 - Status - Support



Big Question:
What is the best
approach to
Educator Evaluation
and how do we get
NC there?

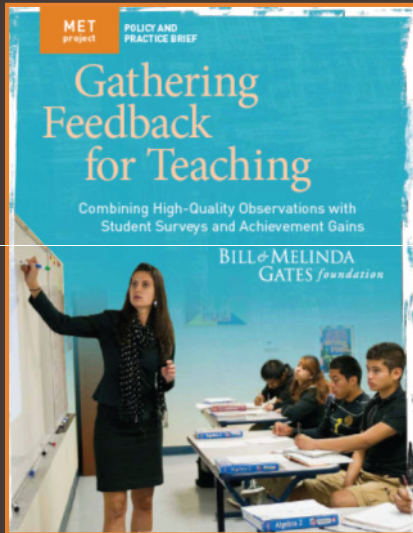
Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



This research suggests:

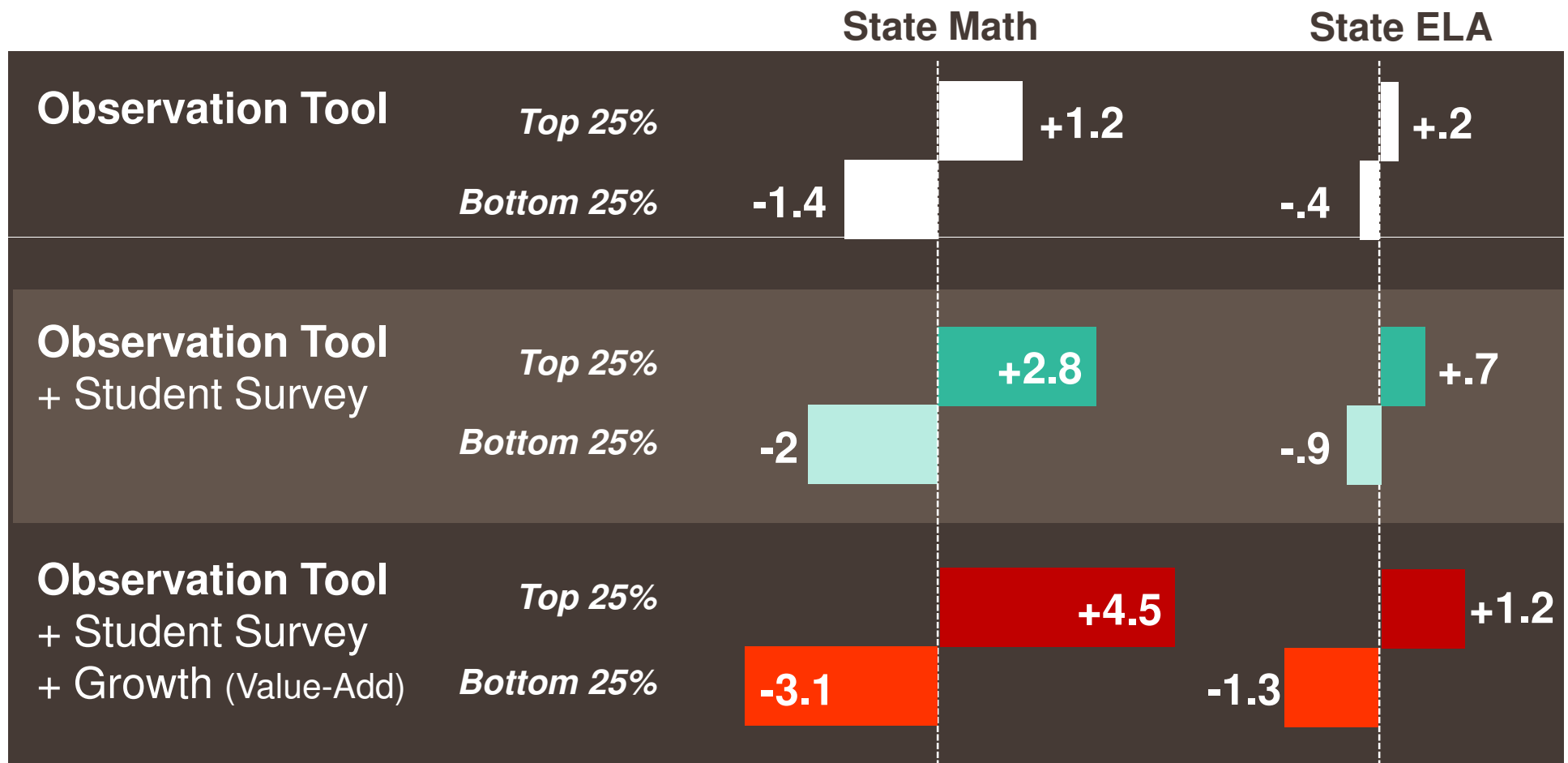
- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.

Observation + Other Measures

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Months of Learning Gained or Lost

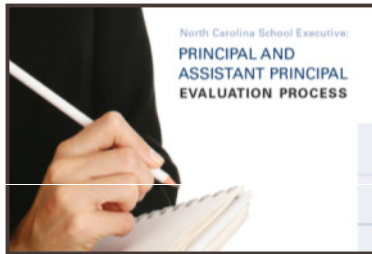


What We Have

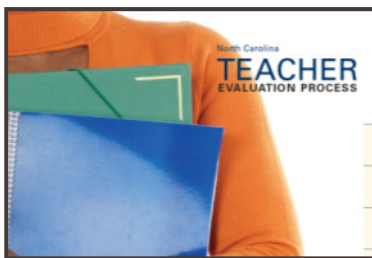
Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Evaluation Tools



Standards 1-7



Standards 1-5

Some Assessments to Measure Growth

End of Grade
End of Course
VoCATs

Standard 8

End of Grade
End of Course
VoCATs

Standard 6

From the MET...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

Exploring
*Pilot in 47 LEAs in
2011-12*

Observation + Other Measures

Rationale - MET Research - Standard 6 & 8 - Status - Support



- **Standard 6 and 8**

**We need a state-adopted growth model
and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine
educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-
tested, we need ways to measure growth**

Standards 6 & 8 – The Basics

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
---------------------------------------	--------------------------------------	-----------------------------	------------------------------------	------------------------------------	--

Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
-------------------------------------	---	------------------------------------	---	--------------------------------------	---	---	---

Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



Standard 6 and 8
are measures of

Growth

Principals



Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



We will use

Educator Value-Added Assessment System **EVAAS**

for standards 6 & 8 when possible

Principals



Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

Principals



How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.
Every student must grow based on where they start.

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



Principals



**How will the ratings on
Standards 6 & 8 work?**

Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Principals



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished

3 Rating Categories

Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished



3 Rating Categories

Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



5 Rating Categories



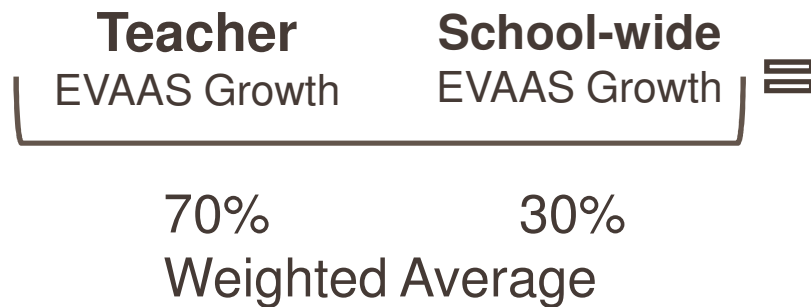
3 Ratings Categories

Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Yearly Rating

6

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

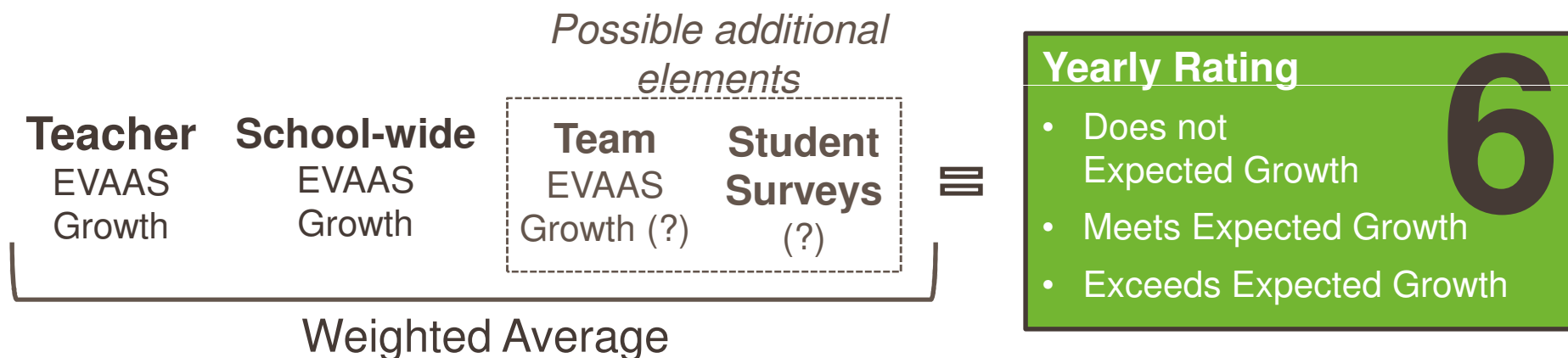
Note: *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

Teacher Ratings in 2012-13

Rationale - MET Research - **Standard 6 & 8** - Status - Support



We are piloting some additional elements for possible inclusion in Standard 6 in 2012-13



Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide
EVAAS
Growth**

=

Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

8

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
--------------------------------	-------------------------------	----------------------	-----------------------------	-----------------------------	---

Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
------------------------------	----------------------------------	-----------------------------	--------------------------------------	-------------------------------	--	--	--

Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



**What is the difference
between Ratings and
Status?**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



Ratings

- **Teachers**
6 separate ratings to help teachers grow each year
- **Principals**
8 separate ratings to help principals grow each year

Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
 1. **In Need of Improvement**
 2. **Effective**
 3. **Highly Effective**

Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



Rating from <i>2 years ago</i>	Rating from <i>1 year ago</i>	Rating from <i>this year</i>
Standard 6	Standard 6	Standard 6
1.0 Met Expected Growth	.8 Did not meet Expected Growth	1.2 Met Expected Growth

$$1.0 + .8 + 1.2$$

3

$$= 1.0$$

Met Expected Growth
3- year average rating on
standard 6 for
determining **status**

Note: A similar methodology applies to principals as well.

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



So once a educator has a
three-year average rating
for Standard 6 or 8, how
is **status** determined?

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
Standards 1-5 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> Demonstrate Leadership Establish Environment Know Content Facilitate Learning Reflect on Practice </div>		And/Or	And	And
Standard 6 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
Standards 1-7 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div> Strategic Leadership Instructional Leadership Cultural Leadership Human Resource Leadership Managerial Leadership External Development Leadership Micro-political Leadership </div>		And/Or	And	And
Standard 8 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

North Carolina Educator Evaluation System Evaluation Summary Sheet

Name: Martha Washington **School:** Independence Elementary School
LEA: Freedom County Schools **Licensure:** Career-Status
Overall Status: Effective

Standard One: Teachers demonstrate leadership.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Two: Teachers establish a respectful environment.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Three: Teachers know the content they teach.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Four: Teachers facilitate learning for their students.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Five: Teachers reflect on their practice.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Six: Teachers contribute to the academic success of students.											
*Only three-year rolling average is used to determine overall status *											
Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average *		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.72			Individual Student Growth: 1.2 School-wide Student Growth: .5 Year Two Growth: 1.13			Individual Student Growth: .7 School-wide Student Growth: .5 Year Three Growth: .68			0.03		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

Overall Status:	Needs improvement	Effective	Highly Effective
------------------------	-------------------	-----------	------------------

Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



**How will we support
Teachers in using the
evaluation system?**

Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



- Increased professional development (PD) and support in content and pedagogy
 - Common Core & Essential Standards
 - Data Literacy
 - Pedagogy for engaging students
- State PD Leads working with Local PD Leads to create strong, lasting communities of practice
- Online PD resources

Support

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



**How will we support
Principals in using the
evaluation system?**

Support for Principals

Rationale - MET Research - Standard 6 & 8 - Status - **Support**



- Increased training and support in use of the instrument (Standards 1-5)
 - increased consistency/reliability
 - better information for teachers
- Increased professional development regarding instructional leadership and other management practices



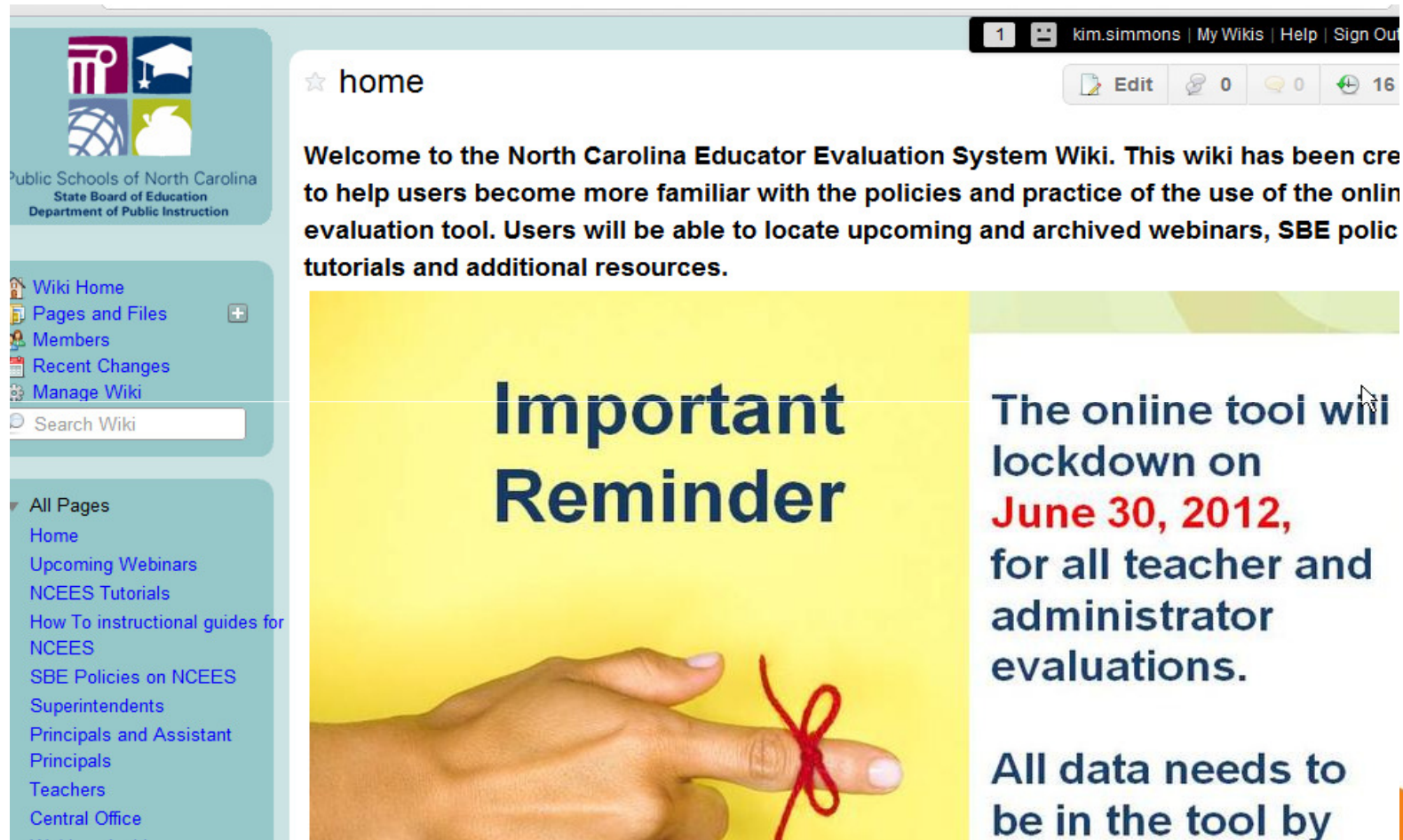
NC Public Schools – **READY** for Success

Rating with Fidelity

North Carolina Educator Evaluation System



<http://ncees.ncdpi.wikispaces.net>



The screenshot shows the homepage of the North Carolina Educator Evaluation System Wiki. The header includes the user name 'kim.simmons' and navigation links like 'My Wikis', 'Help', and 'Sign Out'. The main content area features a welcome message and a large yellow banner with the text 'Important Reminder' and 'The online tool will lockdown on June 30, 2012, for all teacher and administrator evaluations.' The left sidebar contains a search bar and a list of pages including 'Home', 'Upcoming Webinars', 'NCEES Tutorials', and 'SBE Policies on NCEES Superintendents'.

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Wiki Home
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Upcoming Webinars
NCEES Tutorials
How To instructional guides for NCEES
SBE Policies on NCEES Superintendents
Principals and Assistant Principals
Teachers
Central Office

home

Welcome to the North Carolina Educator Evaluation System Wiki. This wiki has been cre to help users become more familiar with the policies and practice of the use of the onlin evaluation tool. Users will be able to locate upcoming and archived webinars, SBE polic tutorials and additional resources.

Important Reminder

The online tool will lockdown on **June 30, 2012**, for all teacher and administrator evaluations.

All data needs to be in the tool by



Outcomes

This presentation considers the following aspects of the evaluation process:

- When to assign ratings
- Definition of the ratings
- When to use “not demonstrated” and “not looked for”
- Discussion of the role of teacher and student behavior and potential artifacts
- Consider scenarios to move toward inter-rater reliability
- Where to find additional resources





NC Public Schools – **READY** for Success

When are ratings assigned?





Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a **rating** for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an **overall rating** of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.



Summary Status	<input type="checkbox"/> Allow the teacher to view this summary rating form.					Summary Version	Full Version (All Standards)
<input checked="" type="checkbox"/> 4B. Teachers plan instruction appropriate for their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<input checked="" type="checkbox"/> 4C. Teachers use a variety of instructional methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<input checked="" type="checkbox"/> 4D. Teachers integrate and utilize technology in their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<input checked="" type="checkbox"/> 4E. Teachers help students develop critical-thinking and problem-solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<input checked="" type="checkbox"/> 4F. Teachers help students work in teams and develop leadership qualities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<input type="checkbox"/> 4G. Teachers communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated			
<input type="checkbox"/> Demonstrates the ability to effectively communicate with students. <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas.	... and <input type="checkbox"/> Uses a variety of methods for communication with all students. <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	... and <input type="checkbox"/> Creates a variety of methods to communicate with all students. <input type="checkbox"/> Establishes classroom practices, which encourages all students to develop effective communication skills.	... and <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. <input type="checkbox"/> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.				



****Reminder****

Summary Ratings Forms, along with all other parts of the process, must be entered into the online tool on or before

June 30, 2012

as the form will lock down at that time and no additions or edits can be made.





NC Public Schools – **READY** for Success

Defining the Ratings



Distinguished

- **Consistently** and **significantly exceeded** basic competence

Accomplished

- **Exceeded** basic competence **most of the time**

Proficient

- Demonstrated **basic** competence

Developing

- Demonstrated adequate growth toward achieving standards, but **did not demonstrate basic** competence





Distinguished

- **Consistently** and **significantly exceeded** basic competence



Accomplished

- **Exceeded** basic competence **most of the time**



Proficient

- Demonstrated **basic** competence



Developing

- Demonstrated adequate growth toward achieving standards, but **did not demonstrate basic** competence

Image Credits: <http://ellie-sparks.livejournal.com/3021.html>; <http://www.shoveitinyourface.com/2011/02/chocolate-and-golden-vanilla-triple.htm;l>
<http://find-how.com/Cake-recipe.html>



c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

<input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	. . . and <input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	. . . and <input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.	. . . and <input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	
--	---	---	---	--





NC Public Schools – READY for Success

**When to Use
“Not Demonstrated”
VS.
“Not Looked For”**




Not
Demonstrated

- Teacher did not demonstrate basic competence on or adequate growth toward achieving standard(s) of performance.



Not Looked For

and values s of students, f background or	<input type="checkbox"/> helps students hold high expectations for themselves and their peers.	
<input type="checkbox"/> Not looked for		
eds. Teachers collaborate with the range of support specialists to help meet the special ers engage students to ensure that their needs are met.		
lished	Distinguished	Not Demonstrated





NC Public Schools – READY for Success

Analyzing Teacher and Student Behavior and Potential Artifacts



Behaviors

A New Vision of Teaching

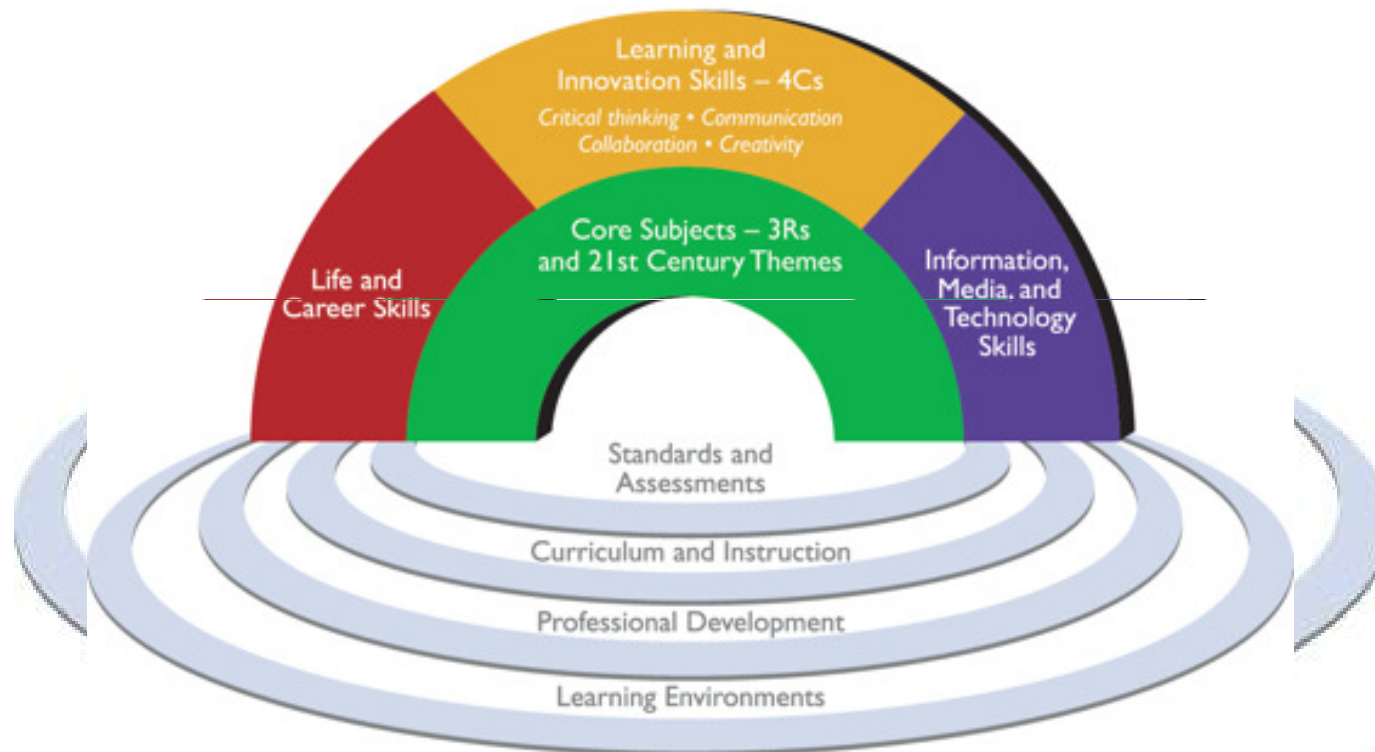
The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.



21st Century Skills

21st Century Student Outcomes
and Support Systems



Artifacts



Image from MicroSoft Online Image Gallery



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NC Public Schools – READY for Success

Using Scenarios to Move Toward Inter-Rater Reliability



<http://ncees.ncdpi.wikispaces.net>



Public Schools of North Carolina
State Board of Education
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 - SBE Policies on NCEES
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☆ home

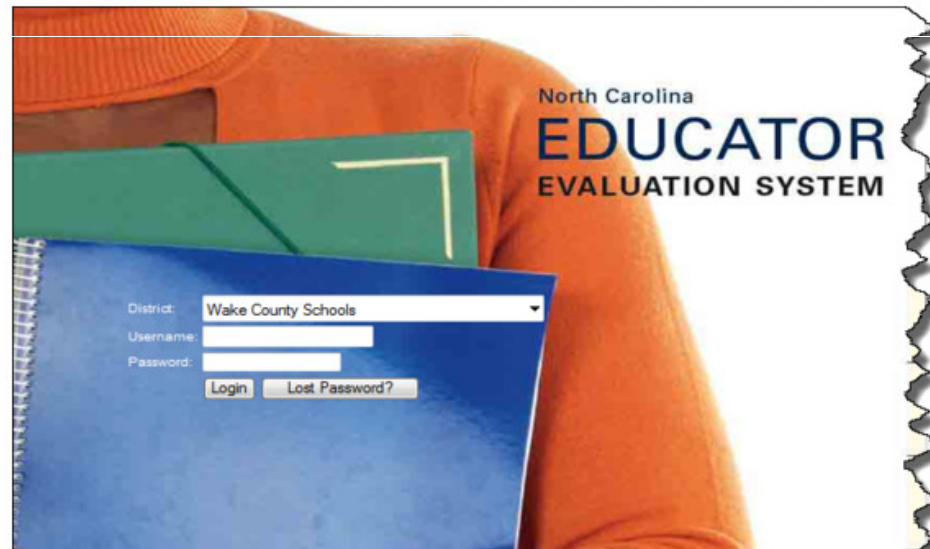
guest | Join | Help | Sign In

Edit 0 0 8 ...

Welcome to the Educator Evaluation System Wiki

To best support NCEES System users, NC DPI Educator Recruitment and Development staff have designed this wiki to host the most up-to-date training materials, technical guides, tutorials and webinars, and resources. We have also included error-free guidelines on how to submit the McREL spreadsheet.

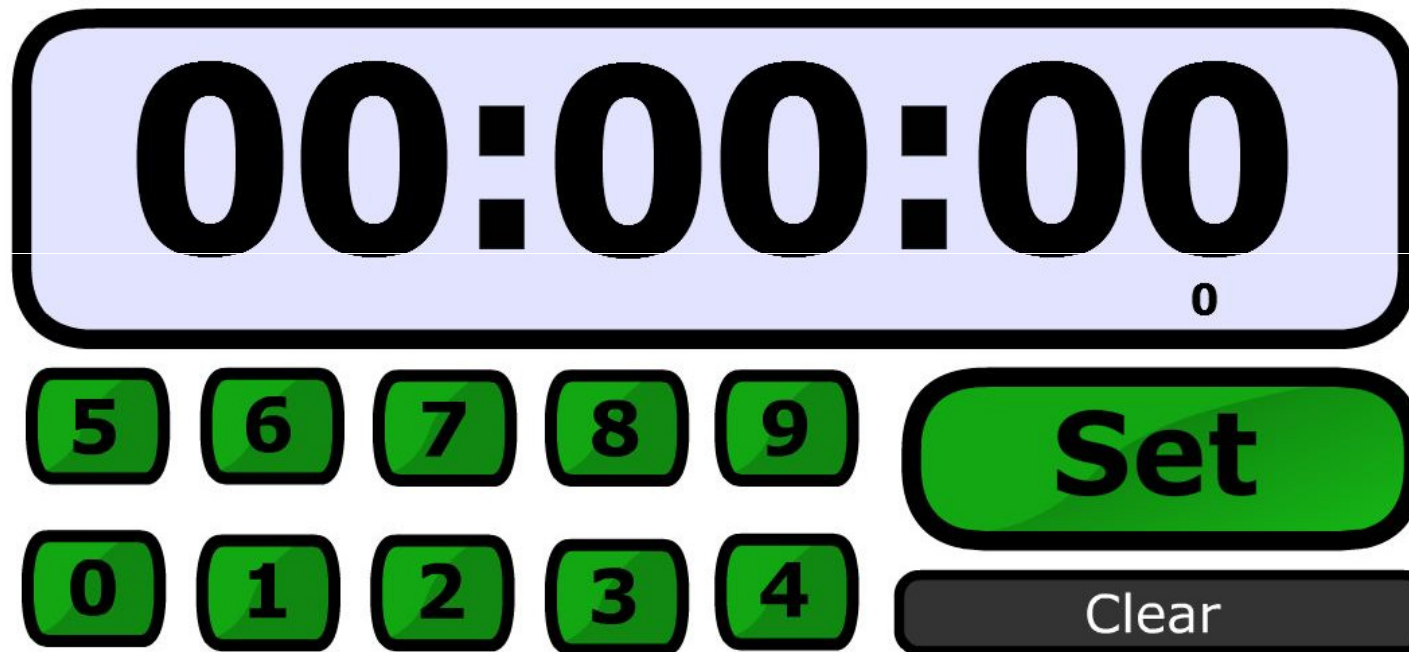
Use the navigation menu (on the left side of the page) to locate detailed information.



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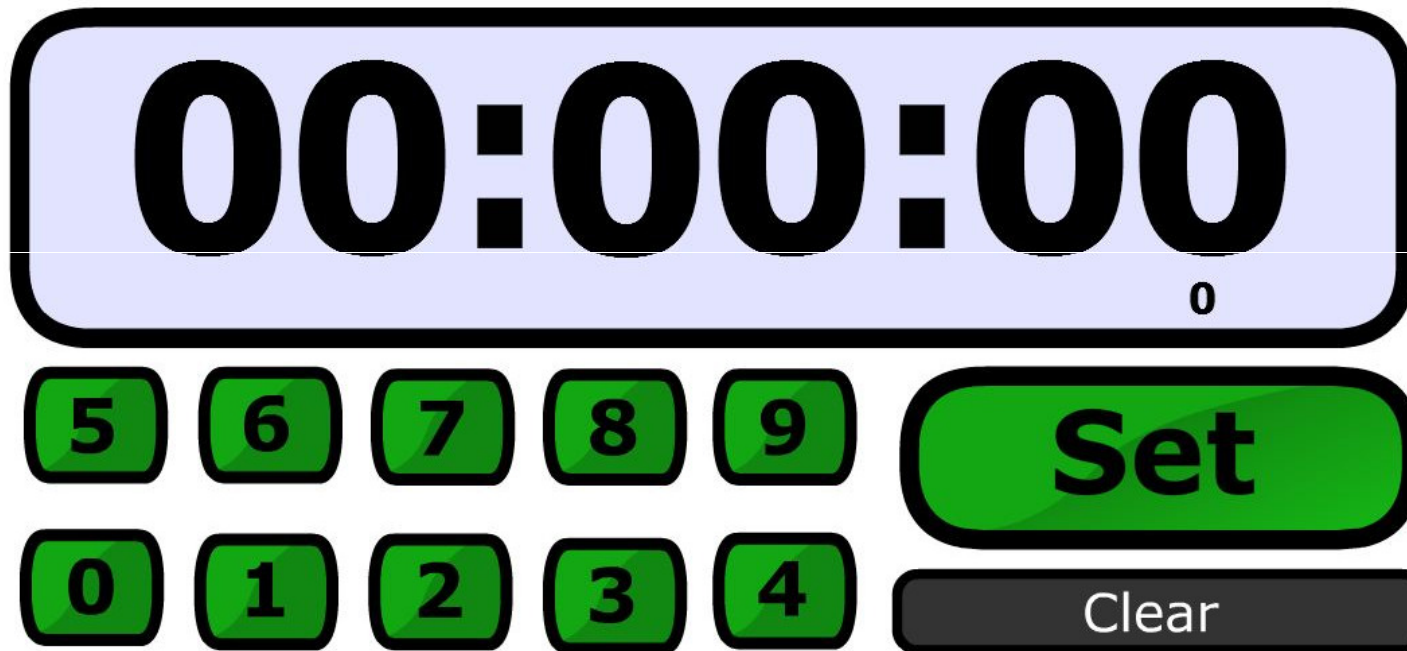
Standard II – without rubric

www.online-stopwatch.com



Standard II – with rubric

www.online-stopwatch.com

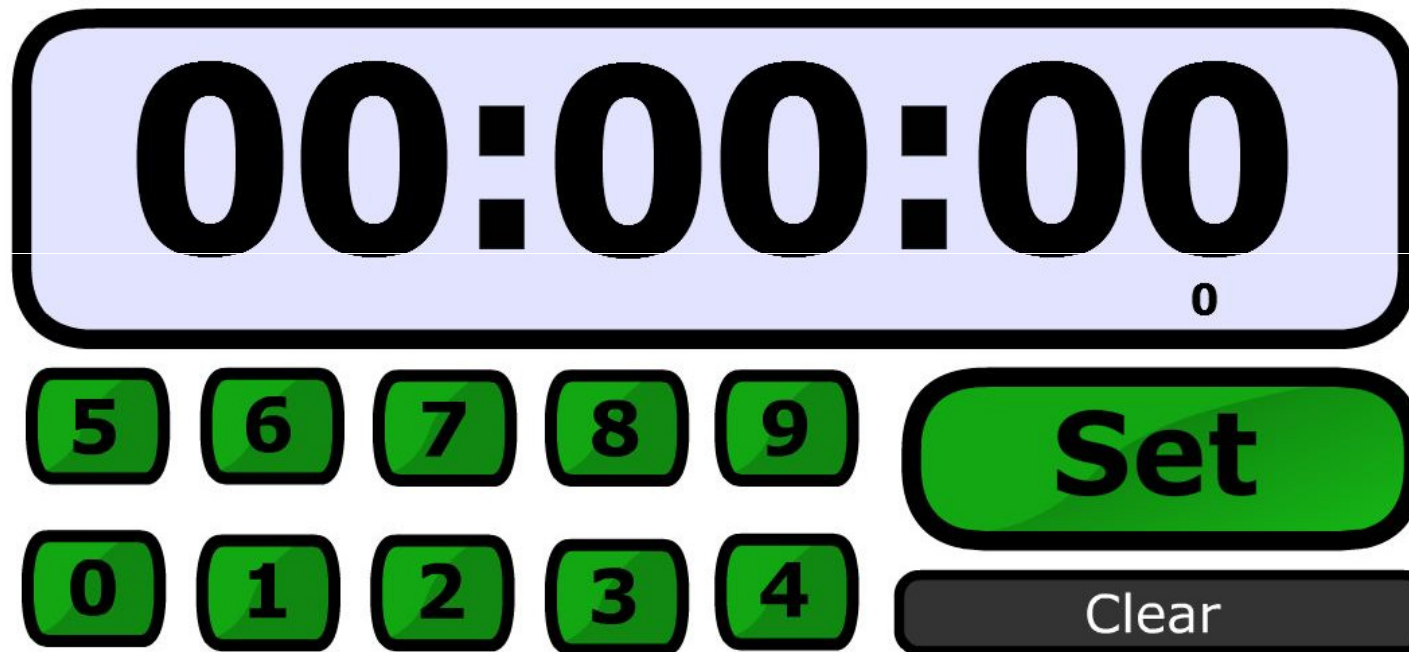


Standard II Rating Rationale



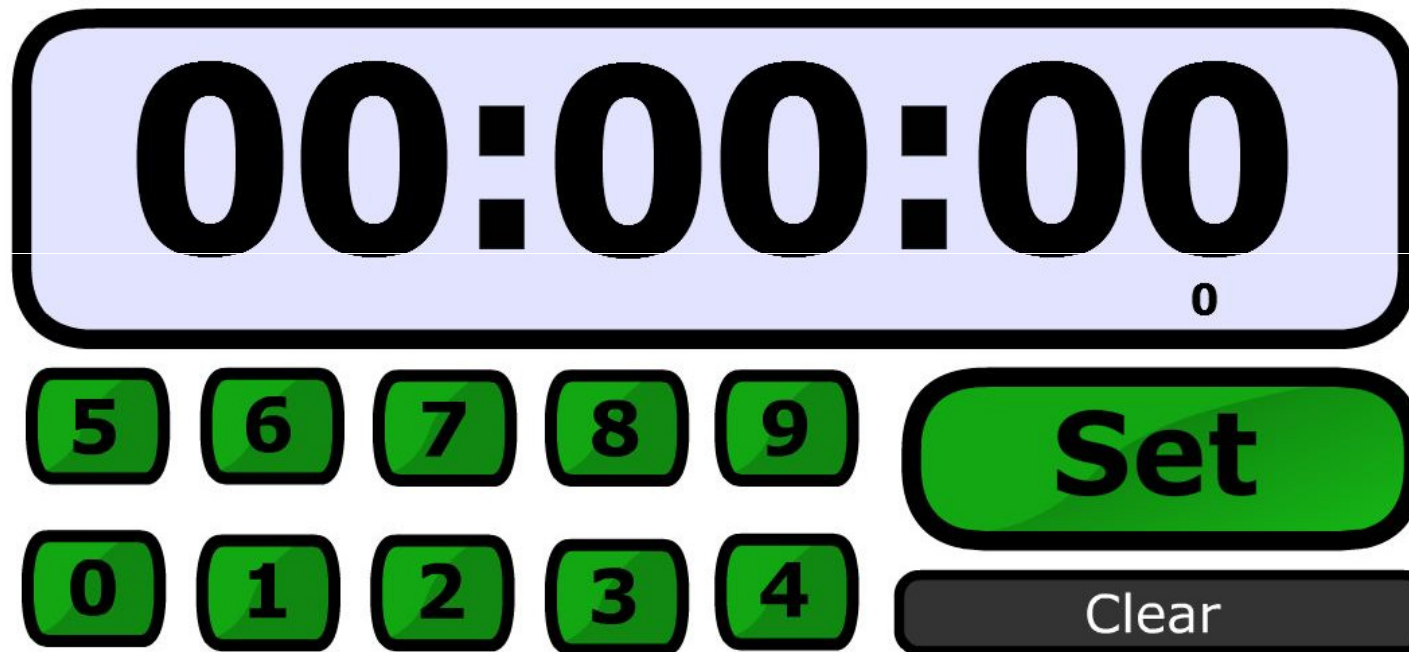
Standard IV – without rubric

www.online-stopwatch.com



Standard IV – with rubric

www.online-stopwatch.com



Standard IV Rating Rationale





NC Public Schools – READY for Success

Additional Resources for Educator Evaluation



NCEES Resources

- NCEES wiki - <http://ncees.ncdpi.wikispaces.net/>
- NCDPI/Educator Recruitment & Development website –
<http://www.ncpublicschools.org/profdev/training/>
- Upcoming webinars
- Online Modules at <https://center.ncsu.edu/nc>
 - N.C. Professional Teaching Standards
 - School Executive Standards (coming later this spring)





Image from Microsoft Gallery



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PD Lead Contact Information



Teacher Effectiveness and Support for Growth



Providing students
with a voice on
how they perceive
their learning
environment

The Role of Student Surveys



Student surveys can play a role in professional development for teachers, teacher evaluation, and school improvement

These surveys also capture specific teacher behaviors that lead to student success, which can be useful formative information for the professional development process

Evaluation Standards and Surveys

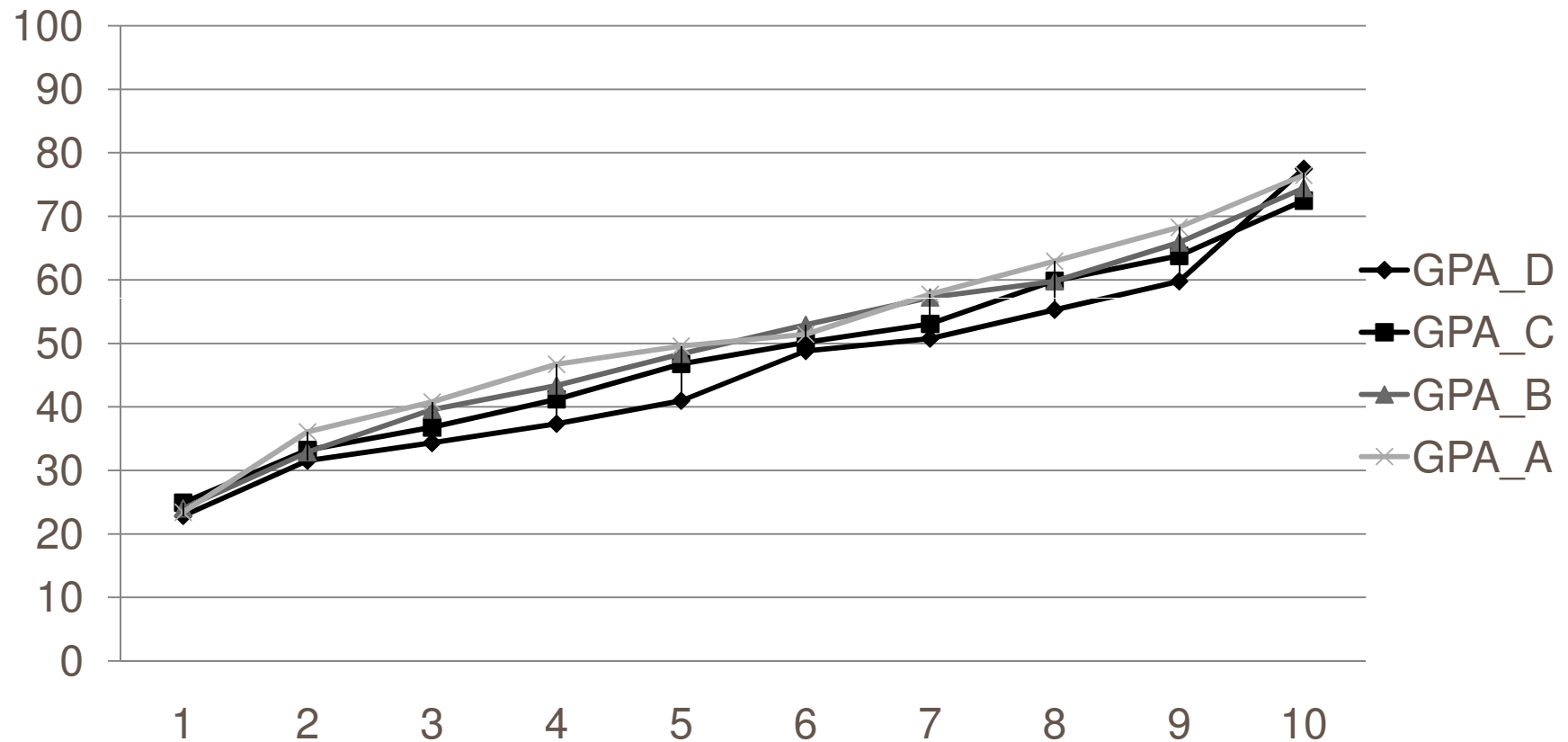
NC's Five Teacher Evaluation Standards.	Survey Constructs
Teachers:	Teachers:
1. Demonstrate leadership.	1. Control (Balanced classroom management)
2. Establish a respectful environment	2. Care
3. Know the content they teach	3. Clarify
4. Facilitate learning for their students	4. Challenge (effort & rigor) 5. Captivate 6. Confer
5. Reflect on their practice	7. Consolidate

Learning Gains and Surveys



	25 th Percentile	75 th Percentile
1. CARE: <i>My teacher in this class makes me feel that s/he really cares about me</i>	40	73
2. CONTROL: <i>Our class stays busy and doesn't waste time.</i>	36	69
3. CLARIFY: <i>My teacher explains difficult things clearly.</i>	50	79
4. CHALLENGE: <i>My teacher wants me to explain my answers – why I think what I think.</i>	59	83
5. CAPTIVATE: <i>My teacher makes learning enjoyable.</i>	33	72
6. CONFER: <i>My teacher wants us to share our thoughts.</i>	47	79
7. CONSOLIDATE: <i>My teacher takes the time to summarize what we learn each day.</i>	38	67

GPA and Surveys



NC's Pilot Program



By the Numbers:

147,000 students

3,300 teachers

900 schools

47 local education agencies

Survey Methodology



Focus on teachers in subjects/grades with state assessments (to allow for correlation with student growth)

All grades

Survey stratified on school and LEA:

- Size
- Wealth
- Prior student growth patterns
- Geographic location

Survey Administration



Paper and online versions (80% online/20% paper)

Long and short versions (50% long/50% short)

Administration window of April 16 to May 11 (with some exceptions)

Website with administration details accessible to all at
<http://www.tripodproject.org/ncdpi/>

Results available online in late summer 2012

Teacher Effectiveness and Support for Growth



Measuring student
growth in all areas
of the curriculum

Measures of Student Learning



Measures of Student Learning
are being designed for non-tested
subjects for district use to populated
Standard 6

Guiding Principles



- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

What MSLs Are



- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

What MSLs Are Not



- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

The Balancing Act

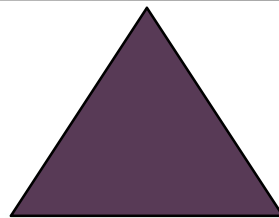


Freedom from Bias in
Results

High Levels of
Reliability

Ability to Feed Results
into EVAAS or Another
Sophisticated Growth
Model

High Levels of Content
Validity, with
Performance-based
Tasks



The Balancing Act



Freedom from Bias in
Results

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The Balancing Act



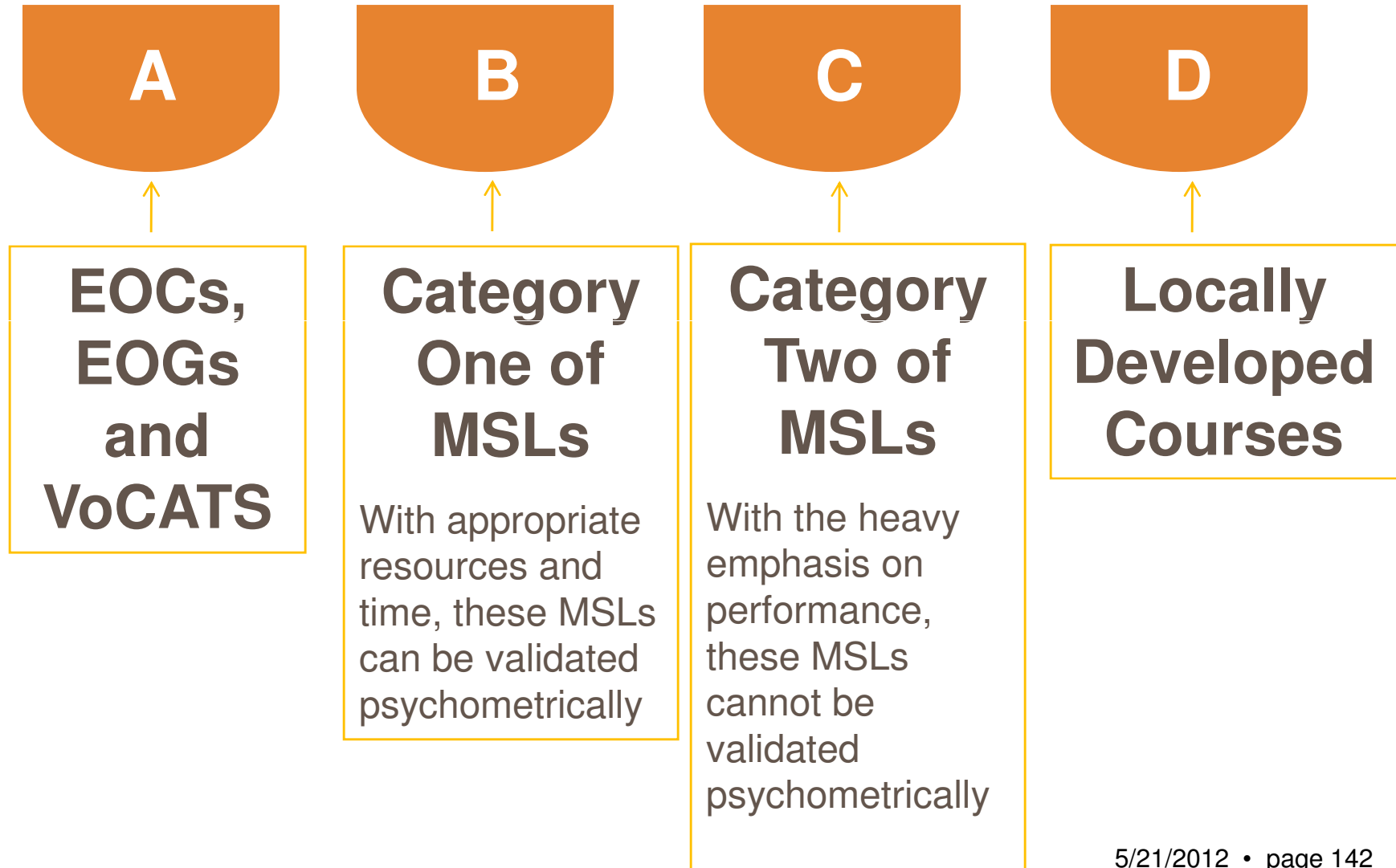
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Performance-based
Tasks

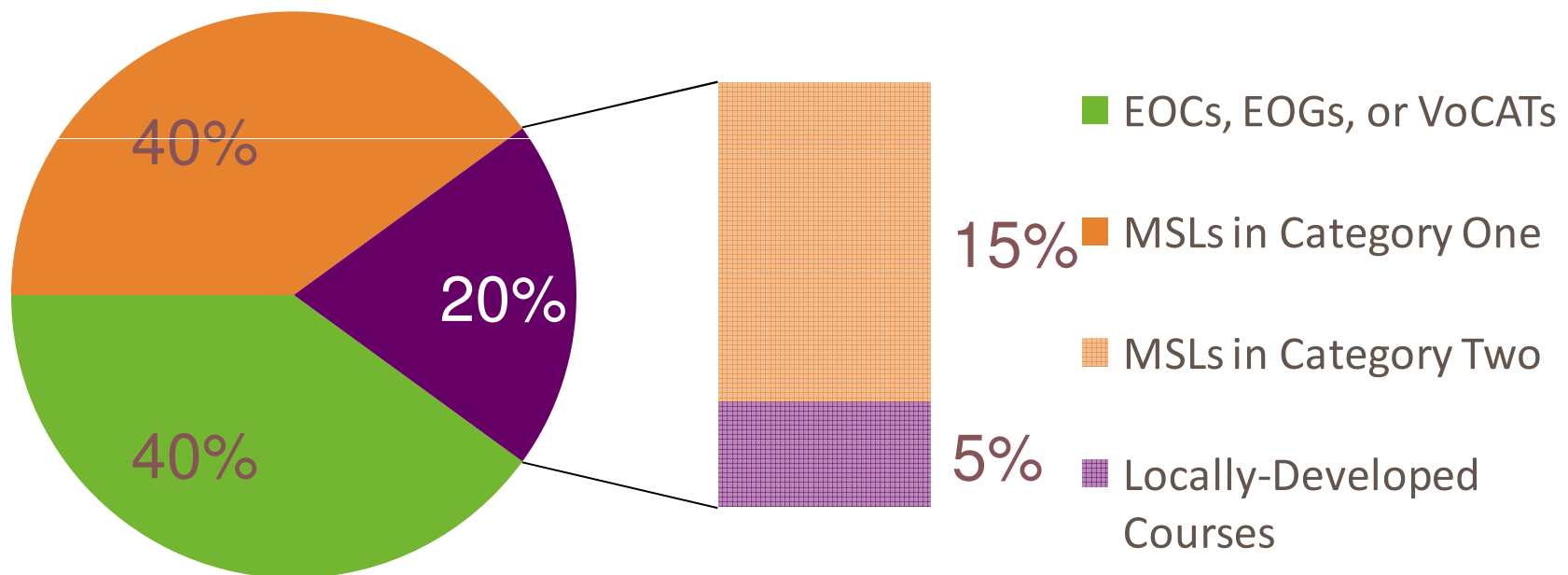
Four Buckets of Assessment



A Picture of Assessment



North Carolina Teacher Workforce



Three Phase Process



October 2011

Teachers design item specifications for all currently non-tested grades and subjects

Fall 2012

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning



Summer 2012

Teachers review open-source items and items generated by external vendor(s)

Three Phase Process



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Phase I: Create Groups



Developed list of all non-tested courses and grades in the Common Core State Standards and NC Essential Standards

Grouped courses and grades together into like-content groups

Groups range from Extended Content Standards to Chemistry to Elementary Theatre Arts to Social Studies Electives

Phase I: Select Members



Designed an online application system for interested educators to apply to join one of the design groups

Advertised for the design groups

Selected educators from over 1,500 applications

Responded to LEA concerns and notified teachers of final selection decisions

Phase I: Ensure Representation



101 Local Education Agencies

10 Charter Schools

Department of Juvenile Justice and Delinquency Prevention

University of North Carolina

North Carolina Virtual Public School

Phase I: Provide Training



1. The Measures of Student Learning design process and how the Measures fit into the State's educator effectiveness work (DPI Leadership and RttT Project Management)
2. Assessment design, including potential item types, reliability, and validity (Assessment Design and Development)
3. Overview of the Common Core and NC Essential Standards (Curriculum & Instruction)

Phase I: Gather Feedback



Through three feedback protocols, teachers provided answers to the following critical question:

**What does meaningful
assessment in your content
area look like?**

Preliminary Feedback



Subject Area	Teacher Input
K-2 ELA	<ul style="list-style-type: none">•Student growth needs to be measured throughout the year, as opposed to a “one-time” opportunity•Student growth is measured through student writing, speaking, listening, and reading•Kindergarten ELA will need to have some type of pre-assessment•In grades 1 – 2, the previous year’s score could count as the starting point for measuring growth

Preliminary Feedback



Subject Area	Teacher Input
The Arts	<ul style="list-style-type: none">•Growth in the arts can be measured through performance-based tasks and selected-response items•Performance-based tasks can assess the “creation” elements of the Essential Standards•Selected-response items can assess the “culture and history” elements of the Essential Standards•Performance-based tasks need to be broad enough to cover curricular options. For example, a scale can be sung, played on a string instrument, or played on a wind instrument

Teacher Thoughts and Concerns



Appreciation, pride, and even joy that their content areas are now being valued and that the State is recognizing that they impact the learning of their students

Worry about finding a valid way to measure student learning in an art or PE class that meets once a month and one that meets every day

Value the input of teachers into the process

Doubt over the sustainability of these Measures of Student Learning after Race to the Top ends

Worry about a “test-heavy” environment for students, especially young children

Three Phase Process



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Phase II: Develop Framework



Validity framework and psychometric plan detail:

- Theory of Action
- Score Generation
- Propositions and Claims for Use
- Assessment Development Process
- Administration
- Scoring
- Item Calibration, Equating, and Scaling
- Data Collection Processes

Involvement of NC Technical Advisors

Phase II: Create Blueprints

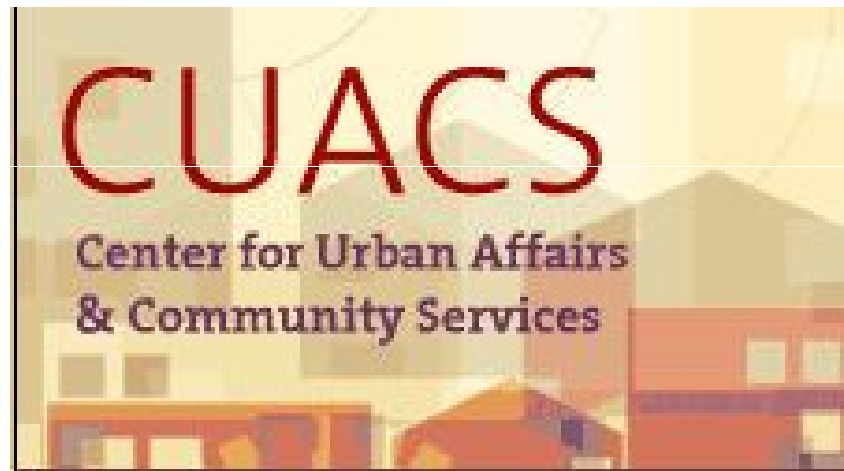


Course Group	Phase	Test	level	grade	Clarifying Objective Or Standard	Selected Response	Short Answer	Extend Response	Performance Task	Portfolio	Total	Priority Weight	Item Type	N_items or score points (assumes pool size of 200)
Science	1	Chemistry	CH	11	CHM.1.1.1	10					10	0.036	SR	7 to 8
Science	1	Chemistry	CH	11	CHM.1.1.2	10	1				11	0.034	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.1.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.1.4	10	1				11	0.018	SR	
Science	1	Chemistry	CH	11	CHM.1.2.1	10	1				11	0.024	SR	4 to 5
Science	1	Chemistry	CH	11	CHM.1.2.2	10	1				11	0.032	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.2.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.2.4	5	6				11	0.051	SR	10 to 11
Science	1	Chemistry	CH	11	CHM.1.2.5	10	1				11	0.033	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.3.1	10	1				11	0.025	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.2	6	2	2			10	0.029	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.3	6	1	4			11	0.029	SR/ER	5 to 6

Phase II: Generate Items



Staff members at CUACS at NC State University are writing items to the specifications provided by teachers



Phase II: Review Items



Teachers return on rolling schedule to review items

First design group members return end of July 2012

- High School Science design group members
- High School World History, Civics and Economics, and American History II/II design group members
- English I, English III and IV design group members
- High School Mathematics design group members
- OCS design group members

Challenge: Bias and Reliability in Grading



Given the variety of items desired by the teacher design groups, educators will need to play a role in assessing student performance on Measures of Student Learning according to standardized rubrics

Their involvement introduces the risk for bias, even if teachers are not grading their own students' work

Teachers are concerned about when they will have time to grade the performance tasks in the Measures of Student Learning

Challenge: Equality Among Content Areas



Balance of instructional time between content areas

Ratings generated by a mathematical model and
those selected by principals based on data

Challenge: Secure Administration



Districts receive PDF files for all MSLs

Districts will be able to order answer sheets and modified assessments, or create their own

DPI will provide guidelines and best practices for administration and scoring

Administration Timelines



Fall 2012 (End of First Semester 2012 – 2013):

Earth/Environmental Science, Physics, Chemistry, Physical Science, English I, English III, English IV, Pre-calculus, Advanced Functions in Modeling, Geometry, Algebra II, World History, Civics and Economics, American History I, American History II, OCS English I, III, and IV, OCS Applied Science, OCS Intro to Math, and OCS Financial Management

Administration Timelines



Spring 2013 (end of School Year 2012 – 2013):

Grades 3, 4, 6, and 7 Science, Grades 3 – 8 Social Studies, High School Social Studies Electives, and Grade 9 Healthful Living

School Year 2012 – 2013:

The Arts, World Languages, and K-2 ELA
MSLs being developed in partnerships

Accountability Model

Time Line



Interim
Accountability
Model

New Accountability Model

2011-12

2012-13

2013-14

2014-15

2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16
Assessments	Current (aligned to current standards)	New State (aligned to New standards) & ACT	New State (aligned to New standards) & ACT	Consortium (with continued inclusion of some state and ACT)	Consortium (with continued inclusion of some state and ACT)
Reporting	ABCs; AYP TBD	New Reporting {Delayed}			
Reward, Sanction and Support	NCLB using AYP applied	To Be Determined; Contingent on Waiver	New Rewards & Sanctions		

Future Decision:

Do we continue the ACT
or go with Grade 11 SBAC?

Accountability Model

SBE Meeting Plans 2012



SBE Meeting	Deliverable
April 2012	<ul style="list-style-type: none">○ Accountability Business rules review including:<ul style="list-style-type: none">• Discussion of Retesting Policy• Feeder Patterns• 140 Days Rule○ New Reporting Site Story Board
July 2012	<ul style="list-style-type: none">○ State-level Benchmarks for ACT and WorkKeys
August 2012	<ul style="list-style-type: none">○ Summer Accountability Policy Update
October 2012	<ul style="list-style-type: none">○ 2011-12 data through the lens of the new model

Accountability Model

June 2013-October 2013



Schedule	Deliverable
June 30, 2013	<ul style="list-style-type: none">○ All test data from 2012-13 due to NCDPI Accountability
July 2013	<ul style="list-style-type: none">○ Development of scale for grades 3-8 (English Language Arts and Mathematics)
August and early September 2013	<ul style="list-style-type: none">○ Standard Settings for all assessments
Mid-September 2013	<ul style="list-style-type: none">○ Recommendations prepared from Standards Setting for SBE approval
October 3, 2013	Presented to SBE for Approval <ul style="list-style-type: none">• Cut scores• Achievement Levels and Descriptors• 2012-13 READY Accountability results

New Assessments



- Developed test specifications in fall 2011 and posted on the NCDPI web site:

<http://www.ncpublicschools.org/acre/assessment/online/>

Includes percent (30- 34 %) of items for each content standard

- Item types
- Test format
- Delivery (online or paper/pencil)
- Standards information
- Timeline

Standard Setting



Administration of New Tests

1

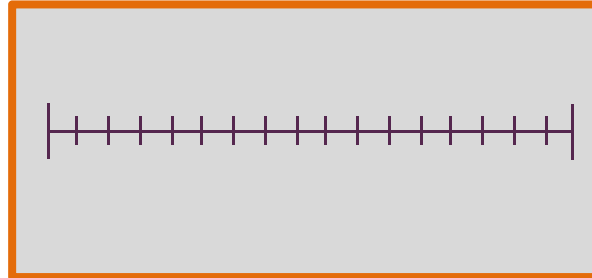


May/June



2

Compile Data and Build Developmental Scale



July into August



Teacher Groups Recommend Achievement Levels

3

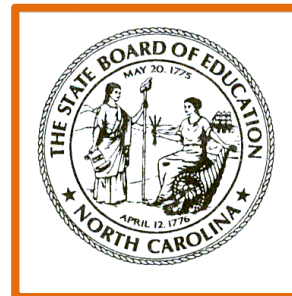


August into Sept



Achievement Standards Presented to SBE

4



October

Retesting



2012-13

Not Feasible

- Standard setting does not occur until all test scores are reported
- Rolling testing window
(some schools will have dismissed before other schools have begun testing)

2013-14

Feasible

- Immediate scoring will resume
- Schools will know who meets the criteria for retesting

EOCs: 25% of Final Grade



Fall 2012

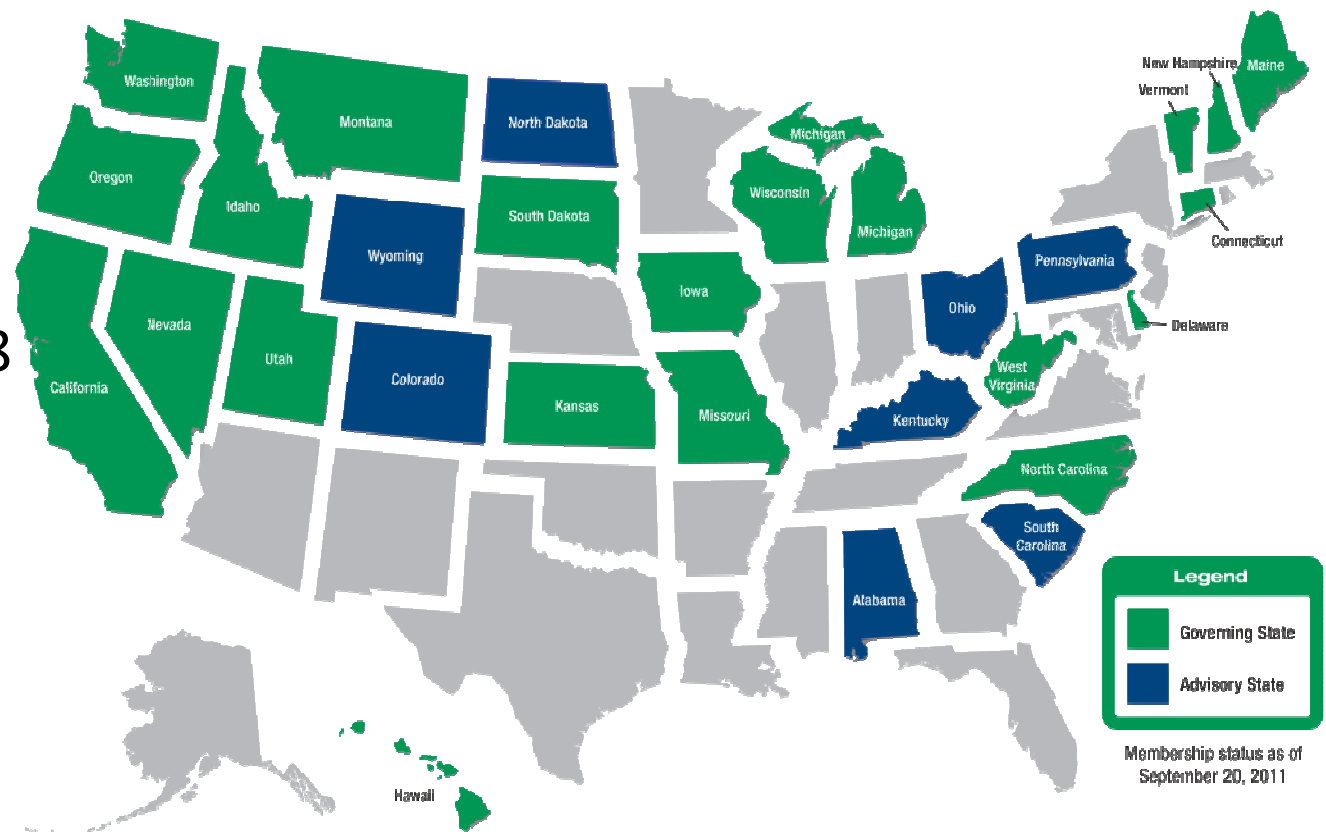
- Mid-year graduates: principal's decision to assign grades
- Provide 0-100 scale (also delayed until all students data) for 25 % calculation

Spring 2013

- Provide 0-100 scale from fall (no delay)

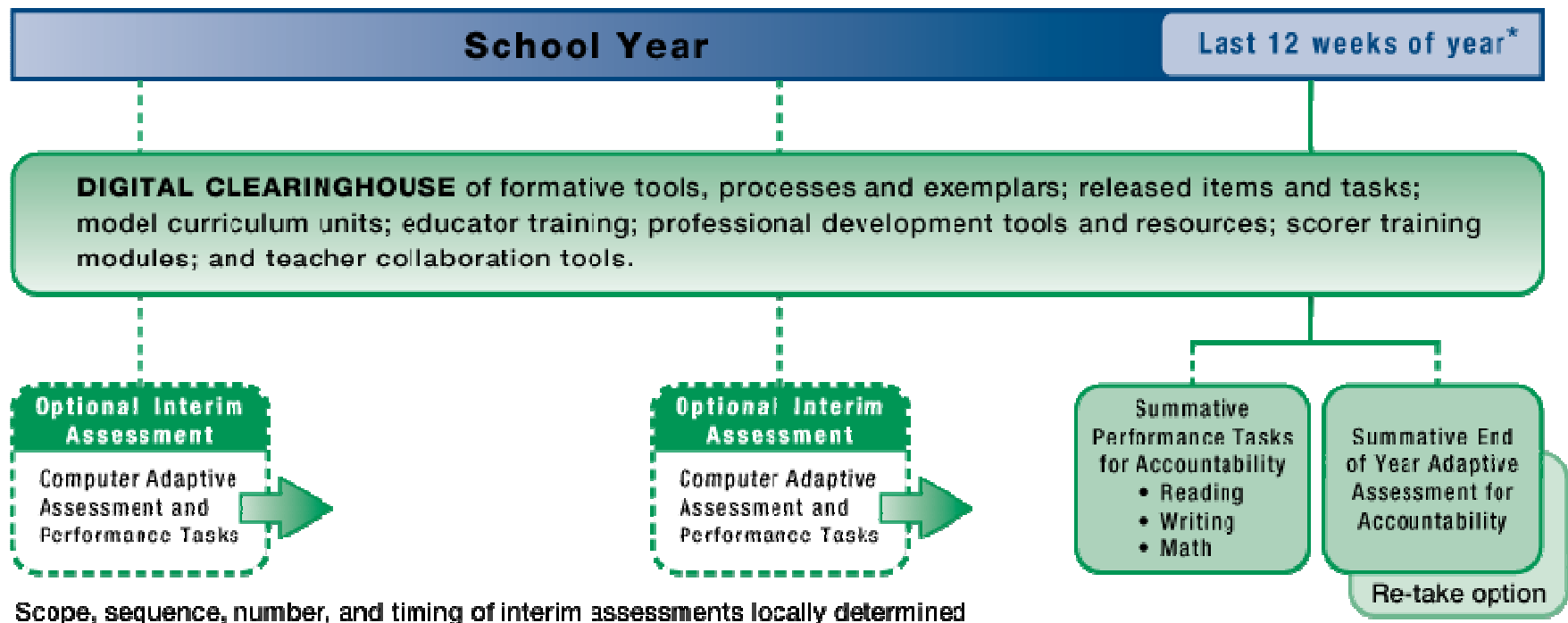
A National Consortium of States

- 29 states representing 48% of K-12 students
- 21 governing, 8 advisory states
- Washington state is fiscal agent



A Balanced Assessment System

English Language Arts and Mathematics, Grades 3–8 and High School



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Assessment System Components

Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

“The use of performance measures has been found to increase the intellectual challenge in classrooms and to support higher-quality teaching.”

- Linda Darling-Hammond
and Frank Adamson,
Stanford University

Bird and Dinosaur Eggs



Principals and Teachers:

What does giving summative assessments like this mean about the kind of instruction children need to receive?

How do we ensure all children are able to solve problems like this?

Contact Information



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